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GRADUATE

THE UNIVERSITY OF TORONTO ALUMNI MAGAZINE

LOUIS RIEL: THERE WERE VARSITY MEN ON BOTH SIDES



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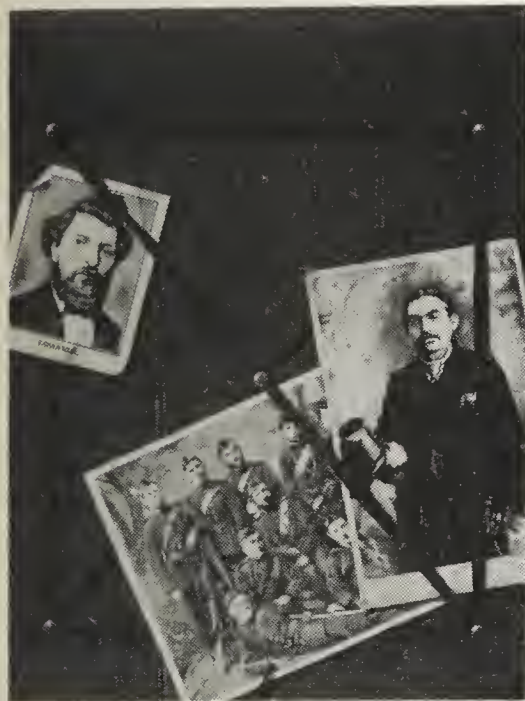
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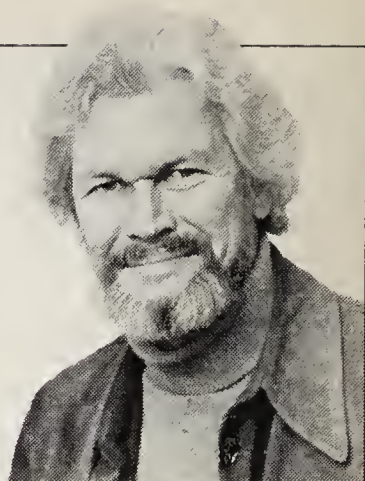
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HIGH SCHOOL MARKS

THERE WAS A FLURRY OF PUBLICITY IN SEPTEMBER after a *Toronto Globe and Mail* article reported that the University of Toronto had "broken the wall of secrecy around mark inflation in high schools by releasing a rating of 338 Ontario high schools."

Cries of outrage came as high school students and their parents wondered quite legitimately just what was going on. And the answer was: nothing. It is in the nature of the press to express things in the strongest possible manner and it is up to the careful reader to discount some of the language used. That's not always easy to do.

In this case, the report had a peculiar non status. It was not a study prepared for the University but *was* given to the reporter by a University official. There was little to complain of in the body of the article published on Sept. 19. The main problem lay in the "kicker", a sort of underlined teaser positioned above a newspaper headline, which said: "U of T releases rating". The headline stated: "23 high schools found to inflate marks".

"Rating" implies weighting, or discounting, of marks. "U of T releases" implies it's practice. It isn't.

The report was written by an instructor in sociology (now working for a provincial government agency) and simply found that students from 23 high schools did not perform as well at university as their grade 13 marks would have suggested, and that students from 35 other high schools performed better.

What, precisely, is surprising about this? We have known for years that high school marking systems are inconsistent, hence the plea from many university administrators for a return to province-wide entrance examinations. Two senior officials of U of T have responded lucidly and adequately.

Admissions director William Kent wrote to high school principals saying that the report "was not commissioned by the University, has not been considered by the University, and in any case would not be appropriate as a basis for any policy discussion because the number of students sampled was extremely small and the findings would have very little, if any, statistical validity."

And D.W. Lang, assistant vice-president and University registrar, in a letter to *The Globe and Mail* wrote that "It is not a University of Toronto report, nor has the University used the study in any way to guide or determine policy. The University of Toronto does not rank secondary schools, nor does it have any plans to do so."

Lang took a swipe at the "wall of secrecy" adding that "Our admission policies and practices are clearly announced, and we have made extensive efforts to discuss them with secondary schools."

All of which hardly casts a slur on the schools, nor does it serve as an indictment of the universities. All universities must cope with the lack of standardized marking; that problem remains. If there is a message in all of this, and I suspect that there is, it is this: students in Ontario high schools, and their parents, should realize that entry into the major institutions of higher learning is becoming increasingly competitive.

* * *

We are indebted to Donald B. Smith of the Department of History, University of Calgary, for his remarkable story about the Varsity involvement in the Northwest Rebellion. He, in turn, is indebted to those who aided him, and rather than cut his article for his acknowledgements, we offer them here:

My thanks to Harold Averill, acting archivist, and Marion Wyse of the University of Toronto Archives, and to Betty Chrystal Warren (daughter of Robert Chrystal, one of the Varsity volunteers) and to Donna Bloomfield, both of Calgary, for their help with my research on Varsity's soldiers in 1885. I am also indebted to Prof. Cyril Greenland, School of Social Work, McMaster University; Dr. John D. Griffin, formerly general director, Canadian Mental Health Association; Thomas Flanagan, Department of Political Science, University of Calgary; and Miriam Carey of Calgary, for kindly allowing me to examine their research materials on William Henry Jackson.

* * *

For the delightful illustrations from some of the science collections in the Thomas Fisher Rare Book Library, our thanks to Richard Landon, head of the department, to Katharine Martyn of the staff, and to Jack Branker of the photoduplication service at the Robarts Library.

* * *

Finally, congratulations to staff writer Judith Knelman, whose article "Bobechko & Son" (March/April 1983) won best achievement in a single article or series of articles in the 1984 communications awards of the Public Affairs Council for Education. Readers will recall the collaboration between Dr. Walter Bobechko and his third-year engineering student son Kevin, on a surgical procedure which revolutionized the treatment of scoliosis, a crippling disease that afflicts many children.

John Aitken, Editor

ORDERED TO WINNIPEG

BY DONALD B. SMITH

VARSIITY MEN FOUGHT LOUIS RIEL, BUT ONE SERVED AS HIS SECRETARY.

IN 1885 CANADA FACED ITS first major crisis as a nation: an armed rebellion of Metis and Indians threatened, then suddenly broke out, in western Canada. The University of Toronto became involved. It furnished the Canadian government with nearly 40 students and graduates, and in the person of Will Jackson (University College, 1877 to 1880) it supplied Louis Riel with his white private secretary.

Between the hours of three and four in the morning of March 28, 1885, University College received the mobilization order. Hurriedly the officers woke up the student soldiers: "The Queen's Own are ordered to Winnipeg." Louis Riel and hundreds of Metis and Indians had risen in open rebellion. At Duck Lake near Prince Albert the Metis had routed a party of Mounties and volunteers killing 12 of the 95 and wounding 11.

Since 1866 the University had had its own regular company in the Queen's Own Rifles. The 50 members of "K Company" appeared in the armouries at 9 a.m. Among the volunteers stood Edward Acheson and George Lloyd, two divinity students at Wycliffe College; Robert Chrystal, a Presbyterian minister's son; and Hume Cronyn, the University Chancellor Edward Blake's nephew. Varsity graduates came forward too, men like Dick Cassels and Ernest Gunther, young Toronto lawyers. The battalion took about one-half of the volunteers.

Other students and graduates wanted to fight for Canada. Robertson Gordon, a graduate who had worked in Texas, proposed the recruitment (under his command) of a corps of U of T scouts. Having been in Apache territory between El Paso and the Pecos River, Robertson assured the University community in *The Varsity's* pages that, "a white makes a better woodsman, a better hunter, a better shot, and is an Indian's superior in handling a canoe." Before the government (anticipating a short campaign) declined Gordon's offer to raise the corps, the geologist had already received 45 applications.



Among the disappointed would-be scouts was his brother Charles, who later became, under his pen-name Ralph Connor, the author of works including *The Man from Glengarry* and *Glengarry School Days* which sold millions of copies.

On Monday, March 30, the University cancelled all lectures for the day. Over half of the 400-member student body marched down to Union Station to see their classmates off, singing old Varsity songs, and new ones like, "The 'K's' are the boys to make the rebels fly", and "We'll hang Louis Riel on a sour apple tree".

The Queen's Own left about noon. The volunteers, as George Lloyd later recalled, had no real idea where they were going: "... the term northwest conveyed only a very vague impression to the

mind at that time. We knew that there was a place called Winnipeg, celebrated chiefly for its mud [and] we knew that beyond there was a broad belt of prairie land through which the Canadian Pacific had got somehow ..."

The men faced their hardest test of physical endurance only a few days after the start west. Along the north shore of Lake Superior several hundred miles of broken line remained, the difficulties of passage being increased by the abnormally late winter of 1885. Four unbuilt gaps (in all about 100 miles) had to be crossed. The men covered the first gap on bobsleighs, the other three on foot. Between the gaps they rode on open flatcars over the bumpy railbed.

Fortunately Toronto's City Council gave suits of long underwear as their donation to the expedition, and the regiment supplied overcoats. But still the men froze in the sub-zero temperatures. Nearly 70 years later Robert Chrystal recalled: "It was very much like being in hell with the fires out."

Over the difficult north shore the determined Varsity boys had an excellent record, as one proudly wrote home: "So far we have had a pretty rough time of it, but Company K holds its own against any of them in point of en-



Members of the Queen's Own Rifles including "K" Company. Robert Chrystal appears first on right, seated; George Lloyd is second from right, standing. (Courtesy Betty Chrystal Warren)

duration as well as in drill; only one of our men dropped out in the long tramp, as many as eight or 10 did so in other companies."

The Queen's Own reached Winnipeg on April 7 to find the prairies still dotted with snowpatches. Dispatched first to the Qu'Appelle Valley, then to Swift Current farther west on the CPR, the Queen's Own then received orders to join Colonel Otter's column organized to relieve the town of Battleford, 200 miles to the north. The angry warriors of Chief Poundmaker's Cree band had surrounded the settlement. Simultaneously the larger Canadian army at Qu'Appelle would strike the Metis at Batoche, Riel's headquarters, south of Prince Albert. A third group, the Alberta field force, would leave Calgary, proceed to Edmonton, then attack Big Bear's Cree band, northwest of Battleford, who had also joined the rebellion.

In a two-mile-long line the Battleford column moved northward, across the virgin prairie. The Mounties and scouts led, followed by the infantry, gatling gun, and a lengthy train of ammunition and supply wagons. When they marched into Battleford on April 24 the settlers, nearly 600 in number, who had been cooped up in the fort for three weeks, rejoiced.

Four years earlier in 1881 the 20-year-old Will Jackson had also travelled west, his destination Prince Albert. The country into which he came was peopled with some 25,000 Indians and 3,000 Metis, and a minute white population concentrated in three locations along the North Saskatchewan: Edmonton, Prince Albert, and in the middle of these two settlements, Battleford. The Canadian government had just purchased this huge area from the Cree five years before, in 1876. Among the provisions of Treaty Six was the promise to supply aid and rations in the event of "any pestilence" or "general famine".

Will had a respectable record at the University, standing in his second year near the middle of his honours classics class, obtaining the highest mark in his optional courses in mathematics and chemistry and the

third highest in logic. He completed his third year, but the failure of his father's business in Wingham, Ontario, prevented him from finishing his fourth. Instead he had set off to join his family who had moved to the North-West Territories.

White settlers, like Will's parents and his brother Eastwood, had chosen the Prince Albert district in the expectation that the CPR would take the northern route, linking them with eastern Canada; but suddenly in September 1882 the Conservative government changed its location moving it southward. Now the line would run from Winnipeg to Qu'Appelle, to Pile of Bones Creek (to be quickly renamed Regina), to Calgary. Then adding insult to injury the federal government enforced land regulations which seemed harsh and unrealistic to the settlers.

When a group of farmers and townspeople organized a coalition (to be known as the Settlers' Union) to fight for their district's rights, Will immediately offered to help. Nominally, he continued to assist his father with his farm implement business in Prince Albert, but the young man's real interest now became the political struggle. At the University he had been obliged to re-write his first-year English exam, but his confidence in his writing skills remained intact. Anxious as he was to expose the Conservatives' maladministration of the north-west, Will published several issues of his own newspaper, *The Voice of the People*, in the spring of 1883. In his paper's columns the young editor strongly attacked Prime Minister John A. Macdonald.

Elected as the secretary of the Settlers' Union in 1884, Will soon became a familiar sight riding on horseback to meetings throughout the Prince Albert district. The short man with the loud, booming voice immediately urged the enlargement of the protest movement. To the south the Metis anxiously waited to see if their land claims along the South Saskatchewan would be respected. Ottawa had left their petitions unanswered. An overture, Will convincingly argued, must be made to the Metis, who in June had invited Louis Riel, their cham-



Left: Will Jackson, Honoré Jaxon as he was then known, in Chicago in 1889, aged 28. (Courtesy Cicely Plaxton)

Right: Louis Riel in 1884. (Public Archives Canada)

pion during the Red River troubles of 1869-70, back to Canada from the United States.

As a boy in Ontario, Riel had been portrayed to Will "as a cut-throat, an outlaw, bold braggart, and indeed the embodiment of nearly all that is evil". Essentially Varsity's soldiers in 1885 believed the same. But at Batoche, Will discovered someone entirely different. He developed a life-long admiration for the Metis' leader and his people who shared a "passion for freedom" with Will's heroes of antiquity, the ancient Greeks and Romans of the Republic. With the help of Riel, Will drafted petitions, messages and letters on behalf of the new alliance of the radical white settlers and the Metis. He even went to live at Batoche that winter, taking with him his university Greek and Latin texts.

Through Riel, Will met Big Bear, the most important Cree chief on the plains, and other Indian leaders, possibly Poundmaker among them. A natural egalitarian himself, Jackson felt drawn to this straightforward people who, in his own words, were free "from selfishness, and from the grasping for property and riches as among the whites". From them he repeatedly heard their demand for a better treaty. After the buffalo had suddenly disappeared in 1879 the government had failed to provide the assistance that they had promised in Treaty Six.

Riel immediately incorporated the Indians in his movement, but in so doing he forfeited the support of the whites, many of whom were fearful of the race that had killed General Custer and more than 200 of his men at Little Big Horn only eight years earlier. Despite the mass defection Will stayed. He saw Riel's action in a deeper light. *The oppression of the aboriginal has been the crying sin of the white race in America and they have at last found a voice . . .*

During the early months of 1885 the man now known as Riel's secretary passed through a period of intense political — and religious — excitement. Still hoping to bring about a peaceful understanding between the Metis and the Indians, and the whites, he stayed at Batoche,

became a Roman Catholic, and on the eve of the clash at Duck Lake accepted Louis Riel as the prophet of a reformed Christian Church.

Once the rebellion began Will found himself caught in the middle. After Duck Lake, the Metis, doubting their white ally's loyalty in a war against his own people, imprisoned him. Will understood and bore no resentment. He remained a prisoner at the moment of the Battleford column's attack against Poundmaker, May 2.

About one-quarter of the Varsity students and graduates participated in the flying column of 325 men, sent 35 miles west of Battleford, the remainder being left to defend the town. On that day the Varsity men in the column learned the true value of the Indian warriors. The Cree proved terrific skirmishers, so quick in fact that they completely surrounded Otter's force at Cut Knife Hill. They had neatly ringed the Canadians as they once used to trap the buffalo. The Indians inflicted 22 casualties (8 killed, 14 wounded). Under the circumstances the Canadians fought well, keeping up a steady fire, but retreat they must. The Cree won the battle.

No Varsity men were killed, but George Lloyd received a serious back wound. He certainly would have died if fellow Wycliffe student, Edward Acheson, had not dragged him to safety. Varsity graduate Ernest Gunther, an eye witness, suggested that Acheson deserved the Victoria Cross for his heroic action under heavy fire. By all accounts the Varsity men performed well, as cool as professional soldiers.

The longer Toronto's volunteers remained in the north-west the more they learned about Indians. Gradually men like Dick Cassels became more understanding after talking with Indian missionaries in the Battleford area. On May 17 Cassels jotted down in his diary: "The Indians [are] often ill-treated by the whites — cheated, cursed, and oppressed. The settlers often take advantage of them, make a bargain with them to work for a certain reward and, when the work is finished, send them off without any recompense. From the whites the Indians have learned to lie and steal.

Naturally most honest and truthful and, even now, if an Indian says you can depend on what he says, you are quite safe in doing so. One intelligent Stoney's sole knowledge of English consisted in his ability to repeat the well-known phrase 'Get out, damn you', with which he was greeted as he approached any white man's dwelling."

Poundmaker and his followers surrendered on May 26 at Battleford. On May 12 the Canadian army from Qu'Appelle had taken Batoche, and with the Metis out of the conflict Poundmaker saw no purpose in continuing. Now Big Bear and his band alone remained at large. Throughout the month of June the Battleford column joined the Alberta field force in the search for Big Bear. When the Cree chief surrendered on July 2, the rebellion ended.

The troops could now return home, but Will Jackson could not, for the Canadians held "Riel's secretary" in custody. In mid-June they sent their white prisoner south to await his trial. The long-haired Will, now with a full beard and wearing a Metis headband, travelled to Regina chained to an Indian.

For their participation in the rebellion, Varsity's volunteers and Riel's secretary received what was deemed to be their appropriate rewards. When Toronto's troops returned in late July nearly every man, woman and child in the city of 100,000 came forward to greet them. That day, July 23, Dick Cassels recorded in his diary: "at the roar of welcome that greets us, our labours, our trials, our dangers, our hardships, are all forgotten and gratitude and enthusiasm alone remain". A grateful University honoured its undergraduate soldiers by exempting them from their annual exams, automatically giving them their academic years. By a strange coincidence the court's judgement on Will Jackson came on the day after the Toronto troops' return. The Regina court committed him to the lunatic asylum at Lower Fort Garry, immediately north of Winnipeg.

A hundred years after the rebellion how can one summarize Varsity's soldier volunteers? Clearly they constituted an exceptional group. Their subsequent career success proves this. Of the 26 of the 37 Varsity alumni who served and whose professions can be established 13 became lawyers, five doctors, two clergymen (George Lloyd became the Anglican Bishop of Saskatchewan and Edward Acheson the Episcopal Bishop of Connecticut), two university professors, two high school principals, one banker and one town mayor.

Believing in Canada and the British Empire they had taken up arms in 1885. Several of them served again in the First World War. Alex Boyd, a Varsity combatant at Cut Knife Hill, fought in the Boer War and died in South Africa in 1902 of enteric fever.

Long after the rebellion the Varsity participants remembered it. Robert Chrystal saved his uniform in the Queen's Own until his death at the age of 93 in 1957. George Needler, who became a professor of German at University College, wrote two books about the uprising, the first, a poem, *The Battleford Column*, in 1945; and, at the age of 91, *Louis Riel*, which appeared in 1957, four years before his death in 1962. Justly proud of their role George Needler best spoke for all, when he wrote in *The*

Honoré Jaxon in New York after his eviction in December 1951. Two tons of his collection were sold as waste paper. (N.Y. Daily News Photo)

Battleford Column:

... when Old Man History takes his pen
To tell the tale of Eighteen-eighty-five,
Perchance he'll spare one flourish for the men
Who kept the faith and saved their souls alive, —
Who smote the serpent, kept their country one.
And looked courageous to the rising sun.

For Will Jackson the rebellion was much more than a memory, a distant incident, it constituted the turning point of his life. Escaping from the asylum on Nov. 2, 1885, he walked all the way to the American border. Riel's execution on Nov. 16 led Jackson to renounce his race. In Chicago, where he decided to make his new home, he identified himself as a Metis, and changed his name to Honoré Jaxon.

Honoré became a well-known labour organizer in the city in the 1890s. At the American Populist Convention in Omaha, Nebraska, in July 1892 he spoke before 8,000 delegates on "the Indian's views on the land question". He joined Coxey's march of the unemployed on Washington in the late spring of 1894. In the mid-1890s he encountered the new world religion, Baha'i, which stressed the simplicity of living, and service to suffering human beings. It appealed to him and he became a Baha'i in 1897. Otto McFeely of Chicago, who worked as the publicity manager for Eugene Debs, the American Socialist Party's presidential candidate in 1908, remembered Honoré years later: "The cops and the middle class Chicagoans thought he was just a crank but the intelligentsia, the bankers, the college professors and the labor union men they knew he was worth listening to, for he could not only talk classic English with an Indian eloquence but he had an immense amount of learning."

From 1907 to 1909 Honoré came back to Canada, one of his purposes being to interview as many survivors, and to collect as much information as possible, about the rebellion, on which he wanted to write a book. He met many old participants, even encountering, in Saskatoon, George Lloyd, now Archdeacon (soon to be Bishop) Lloyd. For three hours he heard the clergyman describe the Queen's Own in the campaign, and the battle at Cut Knife Hill.

In the 1920s Honoré moved to New York, a city which he loved for all its opportunities to learn, the wonderful museums and the New York Public Library. His life mission became the establishment of a library for the Indians of Saskatchewan. He bought old books and pamphlets and saved newspapers, whatever he considered of value, and stored them in his basement apartment, for he believed that "an interesting and instructive and useful library constitutes, as Thomas Carlyle has said, the best of all universities". If he could take this library to western Canada the Indians could educate themselves, and "they'd get a better deal in this generation than they had in the past".

Honoré's dream died in December 1951. On that icy cold morning his employers, the owners of a four-storey apartment building, evicted him from his basement



rooms. They had, a few weeks earlier, discharged him, claiming that their 90-year-old janitor and furnaceman could no longer adequately perform his duties, and then on Dec. 13 they put him out on the street. Three men had worked for six hours moving his several tons of material onto the sidewalk. The New York dailies followed the story of the human packrat as a curiosity piece, and the wire services picked it up, sending the tale across North America. Why did someone not try and save his manuscripts?

Hume Cronyn, the son of a Varsity veteran of 1885, lived in New York at the time of the eviction. He had been starring in Jan de Hartog's Broadway comedy, *The Fourposter*, since late October. From his father (whose name he bore) the famous Canadian actor must have known well the story of the rebellion and Louis Riel. But neither he (if indeed he chanced to see the piece) nor anyone else in New York knew Jaxon's true identity. All the *Times* had discovered was that he "once was tried for treason by the Canadian Government".

The son of another Varsity soldier, Dean Gooderham Acheson, whose father was the late Edward, Episcopal Bishop of Connecticut, might, if contacted, have helped. In 1951 Dean Acheson occupied one of the most powerful offices in the land. By chance he had been in New York the day before Jaxon's eviction. The picture of President Truman's secretary of state had, in fact, appeared on the front page of the *Times* on the same day that the paper ran the story of Honoré (on page 50). But even in the unlikely event that Dean Acheson saw the article, like Hume Cronyn, he would have had no idea that Jaxon had been Riel's secretary.

Honoré died one month later on Jan. 10. On this occasion the New York *Times* in its obituary came closer to discovering his true identity. It described him as a "major in the cavalry of Metis tribesmen" in 1885; "His father was an independent fur trader who fought the

Hudson Bay Company and acquired sufficient wealth to send him to Toronto University, where he won honors in the classics." The *Herald-Tribune* learned that he had served in 1885, "as an aide to Louis Riel . . . Riel was his hero."

Luckily Bruce Peel, chief cataloguer for the Rutherford Library at the University of Alberta in Edmonton, and an expert on western Canadian history, chanced to see the Canadian Press wire story out of New York, containing Jaxon's obituary. From the information provided he quickly identified Honoré Jaxon as Will Jackson, Riel's secretary in 1885. But already it was too late, and in another sense, too early.

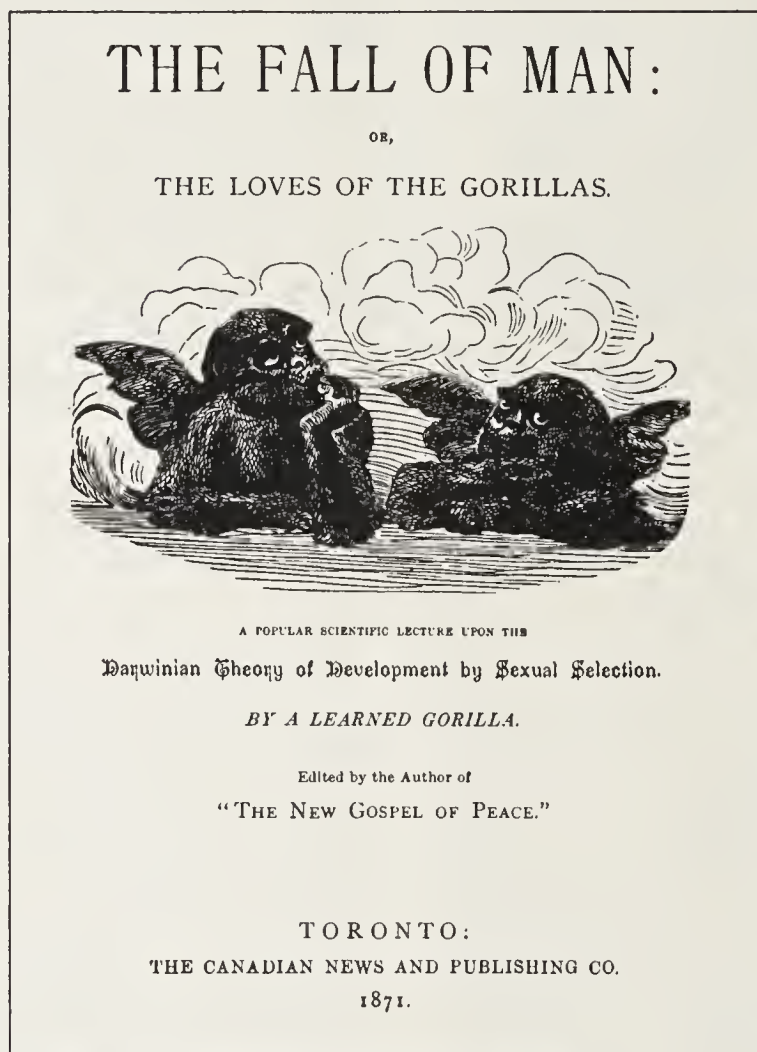
On Jan. 23, 1952, the Canadian Press sent the news of Bruce Peel's discovery across the country. But no popular response for more information about Riel's secretary, or the contents of his file boxes, followed. English-speaking Canadians ignored Louis Riel in 1952. The change in perception came with the publication of several Riel biographies later in the 1950s and in the '60s, works in which a number of the authors interpreted the Metis leader as a champion of the exploited and the oppressed. In the 1960s and '70s many Canadians, conscious of the emerging new nations in Asia and Africa, began to see Riel exactly as Jaxon had during the winter of 1884-85, as the "voice" of the aboriginal peoples.

Very few Canadians really cared about Riel in January 1952, not to mention his secretary. But even if they did, and someone had attempted to save Honoré Jaxon's manuscripts, it would have been too late. On Dec. 13 two tons of his newspaper bundles, file boxes and cartons had been sold on the street as waste paper. If his manuscript and notes on the rebellion had miraculously escaped that dispersal, they did not survive the second on Jan. 10. After Honoré's death the precious notes and manuscripts went almost certainly to the New York City dump. ■

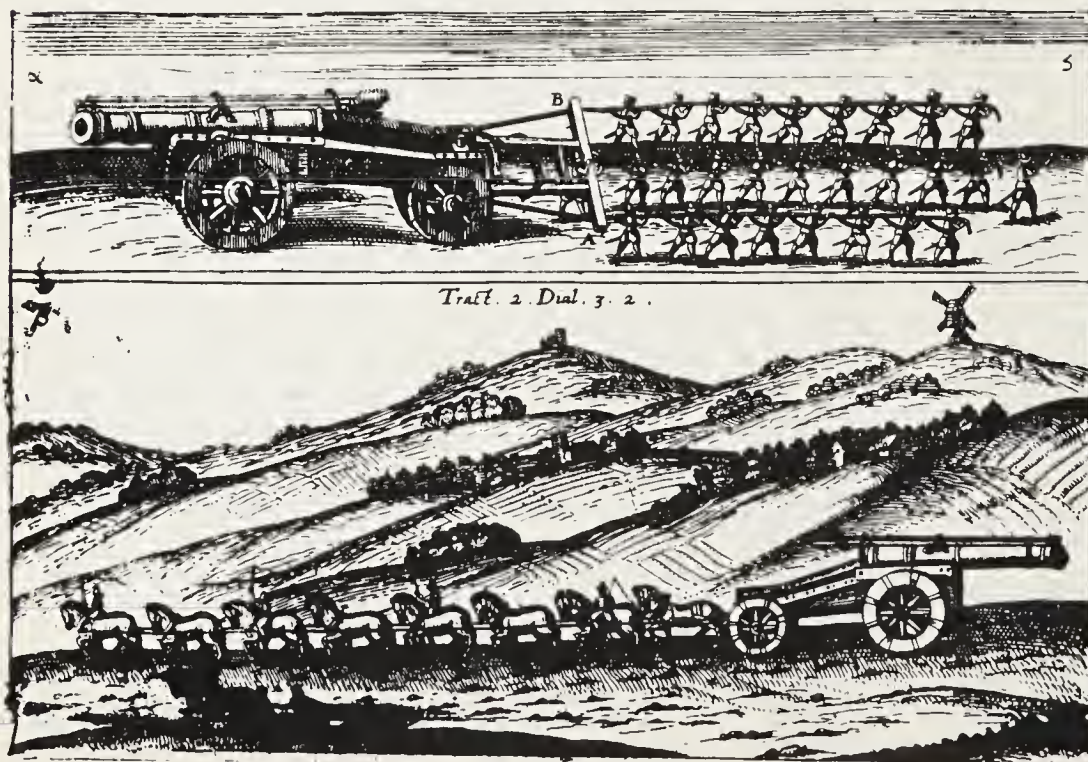
THE HISTORY OF SCIENCE

The Thomas Fisher Rare Book Library has several specialized areas of concentration. The science collections, which form a major part of the library's holdings, show the history of discoveries along with the controversies they have sometimes aroused. And like all the collections, they reflect the lives and interests of generations past and present.

The extensive Darwin collection, built around the life and work of Charles Darwin, his predecessors and colleagues, includes almost all editions of Origin of Species, so that his revisions may be followed through the various printings, and publications supporting or ridiculing these evolutionary ideas. This is the frontispiece of a pamphlet by Richard Grant White, Toronto, 1871.



The enthusiasm of the Victorians for natural history created a constant demand for books. The birds are from the now rare Illustrations of the Birds of Jamaica by Philip Henry Gosse, London, 1849. Only a few copies remain because the hand-coloured plates have been removed and framed — a not uncommon fate. The lousewort and corn marygold are from Specimens of British plants drawn by Charlotte Strickland and Juliana Sabina Strickland. Each drawing is identified by its common name and accompanied by its botanical name and remarks giving distinguishing features and habitat. This beautiful gift to the collection was designed for publication but never published.



The Simcoe collection was formed from the library of Captain John Simcoe and his son John Graves Simcoe, first lieutenant-governor of Upper Canada. It consists mainly of books on military science and tactics as practised in the 18th century. The two cannons are from The Gunner, Shewing the Whole Practise of Artillerie by Robert Norton, London, 1628.

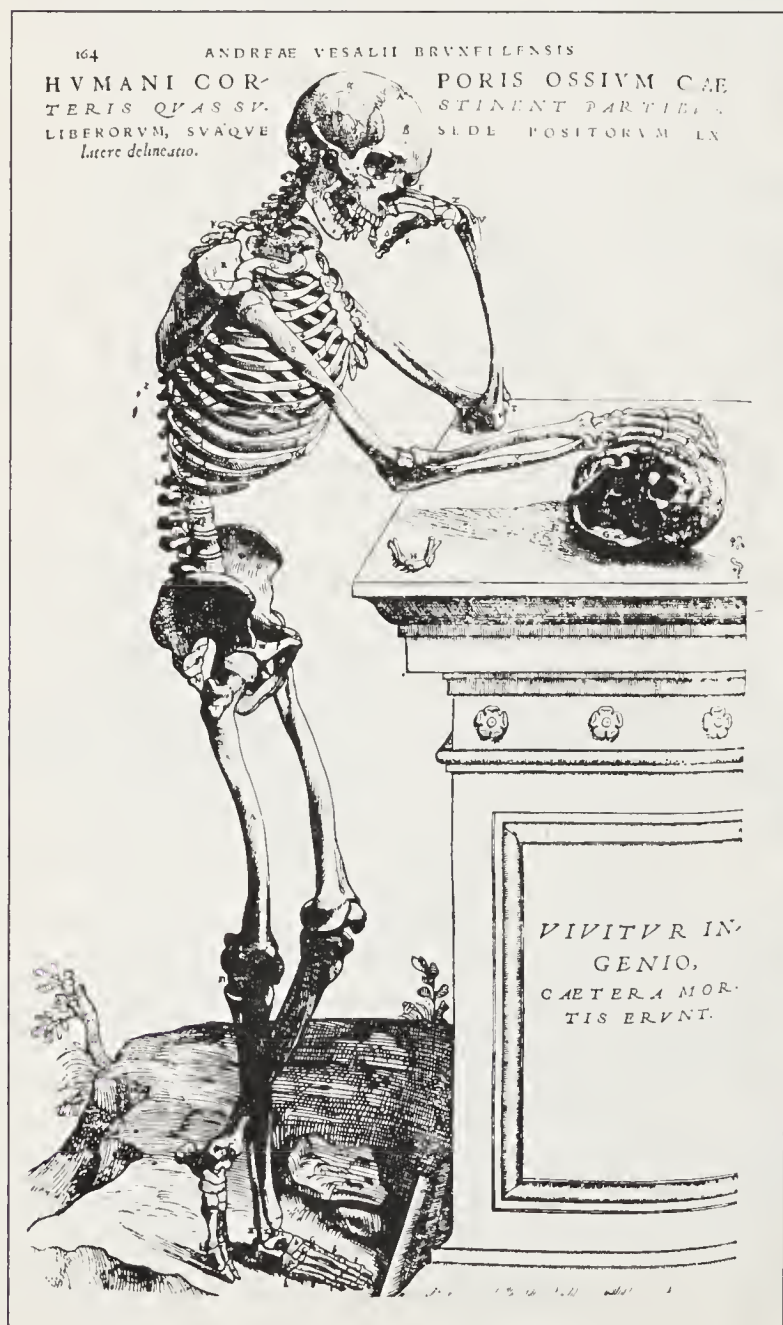




This drawing of a bookworm is from *Micrographia: or some Physiological Descriptions of Minute Bodies made by Magnifying Glasses with Observations and Inquiries thereupon* by Robert Hooke, M.A., F.R.S., London, 1665. The Fisher has a fine copy of the first edition, the first English work on the microscope.

The skeleton, from *De humani corporis fabrica libri septem* by Andreas Vesalius, Basel, 1543, is from the Hannah collection, given in 1974 to commemorate Dr. Hannah's work in establishing Canada's first non-profit, pre-paid health insurance scheme. With the incorporation of works previously owned by the library, holdings in the history of medicine and related sciences are outstanding.

The title page of *Dialogo di Galileo Galilei Linceo*, Florence, 1632, showing Aristotle, Ptolemy and Copernicus, is from the Stillman Drake Galileo collection, acquired from the library of the noted Galileo scholar, professor emeritus of the Institute for the History and Philosophy of Science and Technology.



PONTIFICAL INSTITUTE LOSES FATHER BOYLE

BY DOUG FETHERLING

IT ISN'T SURPRISING THAT THE VATICAN
SHOULD LOOK TO THIS REMARKABLE
INSTITUTION FOR A NEW PREFECT
OF THE BIBLIOTECA APOSTOLICA

ONE DAY IN THE LATE SIXTIES FATHER LEONARD Boyle of Toronto's Pontifical Institute of Mediaeval Studies was about to enter the Vatican library in the company of a student, a young woman he had met along the way. He had been going into the building for years, but this time found his progress barred because of the way his companion was dressed. Mini-skirts, explained the Swiss Guard, were not permitted inside. Whereupon Father Boyle, using extreme eloquence and convoluted logic, convinced him to bend the rules by averaging the length of his companion's mini and his own ankle-length Dominican habit. Both visitors were admitted.

This is a story Father Boyle's students have long enjoyed telling as a characteristic anecdote about a priest and scholar who, in September, at the age of 60, relinquished his position in Toronto and became prefect of the Biblioteca Apostolica Vaticana (the Vatican library). He is the first non-European to hold the post. The appointment is a vivid testimony to the high regard in which both he and the institute (often referred to as PIMS) are held.

Scattered throughout the world are many pontifical institutes but most of the others are limited to one discipline, usually ecclesiastical. PIMS, however, encompasses all of medieval studies — history, languages, philosophy, archaeology and Father Boyle's own specialties of paleography (the study of manuscripts and calligraphy) and codicology. The institute on Queen's Park Crescent attracts a remarkably high calibre of student from Canada and many other countries. Standards are strict, especially for the doctorate, which is rare, most PIMS students take the University's Ph.D. Licentiates (masters) require an overall A-plus average for three years. Graduates of the institute are found in positions of consequence in medieval studies around the world.

That this remarkable institution exists in Toronto is due to the efforts of Professor Etienne Gilson

(1884-1978). It was he who in 1929 founded the Institute of Mediaeval Studies which became the Pontifical Institute of Mediaeval Studies a decade later, upon receiving a papal charter. Gilson, whose title was director of studies, is the subject of a biography by Rev. L.K. Shook, a past president of the institute and the University of St. Michael's College and a student of Gilson's. The book was brought out recently by the thriving PIMS publishing operation.

Professor Gilson of the University of Paris, professor of philosophy at the Sorbonne, was also a distinguished historian of medieval thought. He saw the need for an institution where, as Father Shook writes, "all medieval studies might be taught and researched in an integrated fashion, where philosophy and theology, history, literature, and so on could be pursued as related disciplines." In the spring of 1927, while a visiting professor at Harvard University, Gilson visited Toronto and gave some lectures at St. Michael's College. He was delighted to find there a lively group of scholars working in his areas of interest with the benevolent encouragement of Henry Carr, a professor of philosophy. Gilson visited Canada again in the fall and entered into discussions with St. Michael's for the realization of his dream. He came away from the meetings, he stated, knowing that "the institute will be there or will be nowhere!" Harvard was disappointed to lose him but realized that in Toronto he could establish the program he wanted while keeping his academic connections in France.

The arrangement was that St. Michael's took on the institute as its graduate program. Gilson came to Toronto for one term a year, he taught some courses and members of the faculty at St. Michael's taught others. During his periods in Toronto, he and his fellow faculty members planned a full program in medieval studies to begin officially in 1935. As part of the arrangement, students at the institute were also registered in the graduate school at the U of T.

In addition, St. Michael's got some attendant prestige as when, in 1933 and sporadically thereafter, the great Catholic philosopher Jacques Maritain came as visiting lecturer. St. Michael's also enjoys the ongoing benefits

Doug Fetherling is a freelance writer.



Father Boyle's most influential research centres on 13th century church legislation, which caused the medieval equivalent of a publishing boom

of the PIMS library, the backbone of the place.

Unlike some European centres of medieval studies, PIMS does not boast an outstanding collection of medieval manuscripts; it is not designed to, despite the presence of a 14th century manuscript of St. Thomas Aquinas on the ethics of Aristotle (which Father Boyle was instrumental in acquiring). It does, however, have 20,000 microfilms of manuscripts and documents. What makes it almost unique, however, is its collection of modern books in the field, a collection initiated and given momentum by Gilson and his colleague Rev. Gerald Phelan, who had taught at St. Michael's since 1925.

Beginning with the Priests' Library of the Basilians, together the two men built up a collection on medieval subjects that has become invaluable for research and would be difficult to duplicate today. It has been kept up to date so that, now, the PIMS printed catalogue of its holdings is itself a key reference tool in scores of less fortunate institutions.

Father Boyle is typical of the inter-disciplinary atmosphere of PIMS. He is a specialist in medieval culture and intellectual history, with a long list of books and articles to his credit. Among his recent publications is the 16th and latest volume of the *Calendar of Entries in the Papal*

Registers relating to Great Britain and Ireland, a series of which he is general editor. "He is a codicologist — one who understands books as artefacts and knows library history — as well as a paleographer," says Professor Daniel Williman of the State University of New York at Binghamton, one of many former Boyle students to be found in centres of medieval scholarship. "More particularly he is a specialist in the transmission of classical philosophical and theological traditions through the Middle Ages."

Father Boyle's best known, most influential research centres on the effects of 13th century church legislation, which for the first time ordered all priests to preach and to hear confession, regardless of their other duties. He has shown how this edict created a sudden demand for all the necessary books — caused in fact the medieval equivalent of a publishing boom, with a corresponding impact on culture and learning generally. He first dealt with the subject in his doctoral thesis at Oxford and then wrote articles on various phases of it for the next 25 years; these were collected in 1981 under the unassuming title *Pastoral Care, Clerical Education and Canon Law, 1200-1400*. By far the most popular of his works is *A Short Guide to St. Clement's, Rome*, a handbook which is written in a precise, readable style and which has sold one million copies in four languages since it was first published in 1950. The basilica of San Clemente has since 1677 been in the care of the Dominicans of the Province of Ireland, Father Boyle's order. He has spent countless hours there, as he has at the Vatican. Indeed, in the 1950s he lived at the Collegio San Clemente while conducting research in the Vatican archives. He is an old Roman hand as a teacher, too, as well as a researcher.

He was born in County Donegal, Ireland, and after Oxford began teaching at the Angelicum, now Pontificia Università di S. Tommaso, the Dominican university in Rome. When a sessional opening arose at PIMS in 1961 he accepted it on the basis of the institute's renown and his friendship with PIMS people he had known in England. He taught in Rome half the year and in Toronto the other half as a visiting professor. He followed this pattern until 1966, when he finally joined PIMS full time. He became a Canadian citizen in 1974 and intends to remain so. "Virtually all my academic work has been done in Canada," he points out.

Today's Vatican library — a library of 67,000 manuscripts and hundreds of thousands of books — was founded formally in the middle 15th century but its roots are older. In the 14th century the popes, then at Avignon, began collecting to form a great library. One means of acquiring books was "right of spoil" — the order that when a prelate died in Avignon, or while on his way to or from Avignon, all his goods became papal property. This Avignon library, along with the cumulative library of the Roman popes, formed the basis of the giant collection of Pope Clement VI. That in turn became the core of the Vatican library, which was established, says Father Boyle, "in pious emulation of what the Medicis had done in Florence."

The Vatican library shares a roof with the archives, a distinct but related facility with which it is sometimes confused by outsiders. Much medieval research, especi-

ally of the sort concerned with church history, is done in the archives, which is one reason Father Boyle was so surprised when he received news of his appointment over the phone from the Vatican's diplomatic mission in Ottawa. "I would have thought they would have more likely wanted me at the archives," he said.

Since 1900, two other prefects of the library have become cardinals and a third became pope — Pius XII. Yet Father Boyle is quick to point out that the job is not a stepping stone to grander things, nor a sinecure, but a busy administrative post involving 94 staff. It is also a position in which one is expected to serve until the age of 75. It is characteristic of Father Boyle that he does not let the high Vatican honour hide his low Irish humour. Asked by a reporter whether he had visited the library since receiving word of his appointment, he replied that he had just returned from a 10-day trip "to case the joint". It's further characteristic of him that he already sees ways of making the institution more useful.

Since 1950, when Pius XII established a microfilm library of Vatican manuscripts in the University of St. Louis and encouraged a complex international network of microfilm exchanges, the whole field of medieval scholarship has been aided by the use of such technology. People often ask whether the easy availability of such copies decreases the importance of the originals. To this Father Boyle gives an emphatic no. "One can only get familiar with a manuscript up to a certain point through microfilm. There's much more to the text than just the text, I always say. By this I mean the annotations in the margins and whether they're in pencil, pen or stylus, for instance. Also, you have to know who copied a particular manuscript and what he copied it with, and who owned it. Sometimes you have to physically hold the manuscript up to the light to learn its secrets."

The problem, then, is not the technology, he says, but finding ways of allowing more people to use the Vatican library more efficiently. In 1972 he realized how hard it was for English-speakers, for instance, to make fruitful use of the adjacent archives. He responded with a book, *A Survey of Vatican Archives and of its Medieval Holdings*, which PIMS published.

In the late 1920s and early 1930s the Vatican library far-sightedly decided to use the Library of Congress cataloguing system, which is now accepted universally. It sent five of its staff to the U.S. for two years to learn the ins and outs. But the institution has not been so quick to accept computers. "So there may be some wish now to automate the accession process," says Father Boyle. "But I should think my first task would more likely be to oversee — and I use the word cautiously — a union catalogue for all the ecclesiastical libraries in Rome. Among post-graduate establishments alone there are 20 major libraries. The Vatican library hesitated doing this for some time since it's a bit out of its area. But now it's been decided to take the lead. Perhaps this will cut down on public use of what, after all, is not a public library, but a private library that's open to the public."

By taking on such duties with his customary alacrity and thoroughness, Father Boyle can only become more prominent in the world of medieval studies, and that cannot help but increase the respect in which PIMS is already held by scholars in many lands. ■

GOVERNMENT HITCH

BY GEORGE BANCROFT

ACADEMICS THINK; BUREAUCRATS DO!

IN SEPTEMBER 1980, I TOOK AN APPOINTMENT AS EXECUTIVE director of the citizenship division of the Ministry of Culture and Recreation. Changes in government seem endemic if not capricious so now, four years later, after changes in nomenclature (the division is multiculturalism and citizenship and the ministry citizenship and culture), in desk, in ministers and in deputy ministers, I reflect on the experience from a returned-to-the-campus vantage point.

A tenured professor, unable to take sabbatical leave for some time, I had been feeling the need to get away from the university for awhile. Professors do go stale. Three factors, not in any order of importance, led to my decision.

First, I am a member of what is euphemistically called the visible minorities — a wretched term. As a result of increasing demand for significant rather than token recognition of minorities and to refute “you people do not apply,” friends prevailed upon me to do so. I do not pretend reluctance. I wanted to enter what seemed to me to be the world of practical affairs.

Second, I believe that professors need to work in government or industry from time to time; doing so not only strengthens the links among these institutions, but the cross-fertilization cannot help but make professors better teachers. (It is for industry or government to say what benefits, if any, they reap from having academics in their midst.)

Third, the ministry I was going to join was culture, which has the awesome responsibility of helping people discover their soul and spirit. In 1959 President Charles de Gaulle appointed André Malraux as his minister for cultural affairs. Malraux was a significant modern thinker, himself a student of art, a major writer in addition to being a politician and a former resistance fighter. If only, one immodestly thought, one could join the government and work with people who were trying to do for Ontario what Malraux had done for France!

These were the factors that led to a fascinating, thought-provoking, sometimes frustrating three years in a rather palatial office with Her Majesty's Government of Ontario, heading a staff of 125 and administering a budget of some \$16 million.

The world of the bureaucrat is fundamentally different from that of the academic and to pretend otherwise is to delude oneself.

In the March/April 1983 issue of *The Graduate*, Pro-

fessor Richard Bird of the Institute for Policy Analysis was quoted as saying that “most doers are not thinkers in depth about what they're doing. The two things don't work well together.” Academics think in depth about what they do. Politicians and bureaucrats do not. To the academic mind, “pragmatic”, “superficial”, “flying by the seat of their pants”, are terms that come to mind to describe what occurs in government. The mode of operating is fascinating and those in government gained my grudging respect for the way they cope, and survive.

As a neophyte bureaucrat, I found it difficult to understand how a minister “gets hold of” the issues with which he has to deal and for which he is responsible. I asked how this was done and was told that the success of a minister depends on his senior advisers, and that it is possible for a minister to master the facts and see the essentials without losing sight of the political consequences. The key lies in briefing. The minister is expected to know, and therefore must be properly briefed.

My bureaucratic friends had warned me early on in my sojourn: “Never say to a minister that you don't know, and *never* place your minister in a position where *he* has to say he doesn't know.”

I had an ironic experience with briefing. My minister and I were to appear before a cabinet sub-committee. I briefed him the previous evening. Colleagues had advised me to resist the professorial tendency to talk too much. At the meeting, my minister made a few perfunctory remarks, then said, “Dr. Bancroft will develop the issue further.” My mind went blank. I couldn't for the life of me remember what we were discussing!

A minister who does not know is vulnerable to his critics, whether they be colleagues, the opposition, the press or the public. And the press can be harsh. One columnist described one of our ministers as “a Stradivarius of incompetence” and said a cabinet prospect manifested “sycophantic stupidity”. I discovered that you feel annoyed when you read such criticisms because, whatever you may think of your ministers' competence, you develop a sense of loyalty to them.

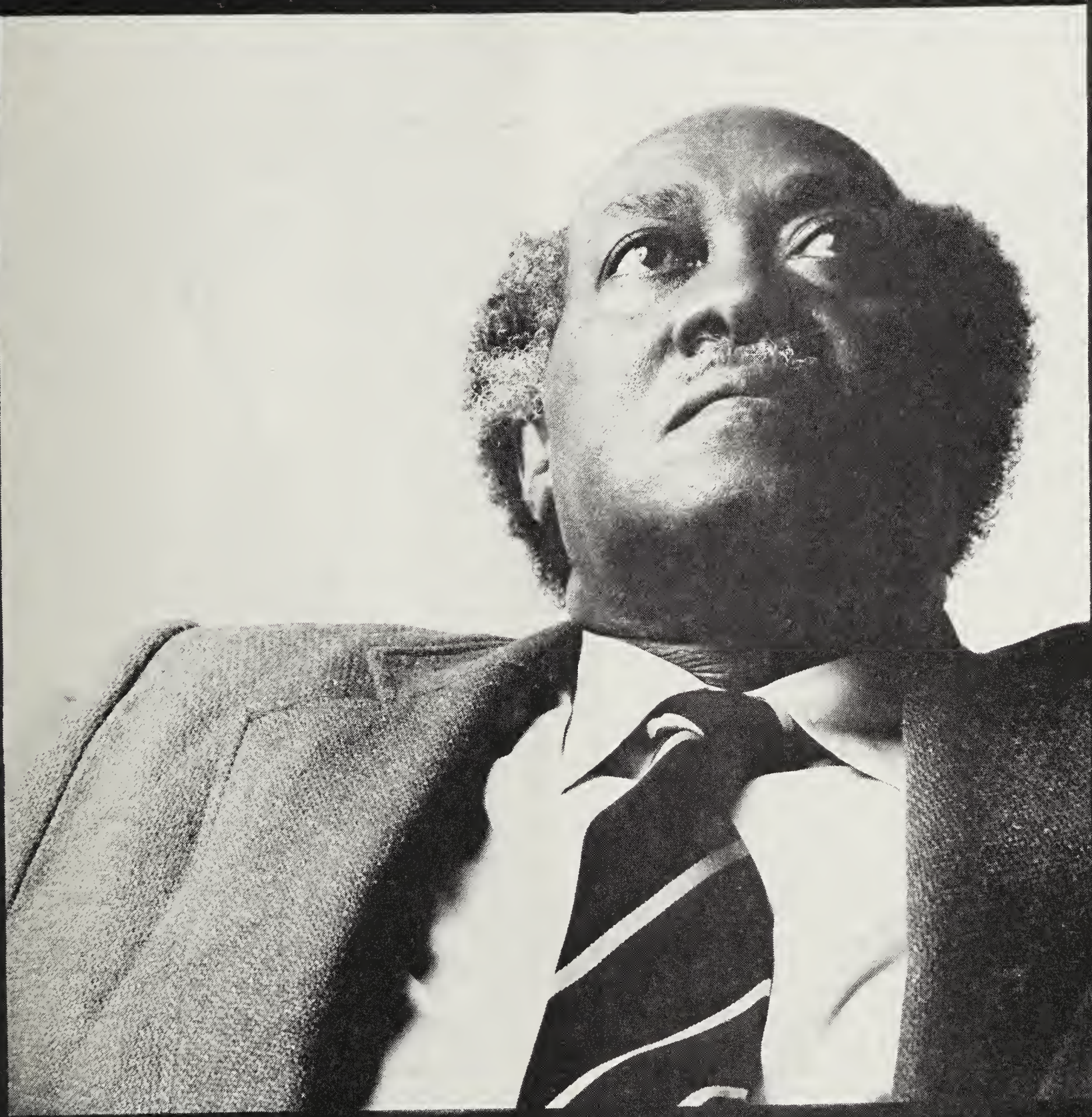
Perhaps what I missed most in government was independence and academic freedom. The constraints imposed by their absence get to you after awhile, and when you least expect. For me the rude awakening that I was no longer an independent social critic but an implementer of policy, dependent on cabinet decision, came early. One example suffices.

There exists in government a Cabinet Committee on Race Relations (CCRR) made up of the ministers of education, labour, citizenship and culture, the attorney general and their deputies. This committee has a staff

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JOHN MASTROMONACO

FRIENDS ADVISED
DON'T BURN
YOUR BRIDGES

working group made up of senior staff members of the relevant ministries and to which the staff of other ministries can be co-opted.

Six months after joining the government, I attended a full meeting of the CCCR. Among the topics being discussed was a networking conference that six ethnocultural groups were, for the first time, getting together to hold. Some objection was being expressed by one minister to certain items being on the agenda of that conference without the prior approval of his ministry. As I listened I found myself unwittingly slipping into the professorial role of assessing the logic or illogicality of the arguments. Then it occurred to me that I was *not* at the university and that, in government, although the ideas of senior staff are solicited, the discussions among ministers are *among ministers*, and that staff members must know their places. It was subtle. Indeed, I doubt that the ministers themselves were fully conscious of their attitude. Nonetheless it was there.

There is much that intrigues in government — the excessive amount of paper, assuming strangulation proportions; the spaciousness of executive offices with no correlation between size of office and quality of thinking; the honing to a fine art of rumour and grapevining; the pressure to come up with “new initiatives”; the nebulousness of policies (sometimes the best policy is no policy); the jealous guarding of mandate, as if clear lines of demarcation can be drawn among social phenomena (making sure, for example that what you do in multiculturalism does not upset the race relations people); the apparent politicization of senior bureaucrats; and, perhaps the most difficult of all, the frequent changes in leadership. I comment further on the last three.

Each unit jealously guards its turf, and the enterprising novice has to be careful that any of his ideas do not encroach upon another branch or ministry.

A curtain of gauze hung between the culture and the multiculturalism and citizenship divisions. Clients of the former include the Art Gallery of Ontario, the Ontario Arts Council and the Royal Ontario Museum. The ethnic groups, organized in a plethora of multicultural associations, councils and centres, are clients of the latter.

I saw from the outset the need for more interaction between the programs of the two divisions, otherwise culture would be mainstream and elite and multiculturalism/citizenship would be ethnic and second class. But how to bring this about unthreateningly?

Our minister's executive committee met each Monday morning in the minister's boardroom with its walnut panelled walls. Unfortunately, except for the odd poster, there was nothing to inspire or to uplift the spirit. And this, in a ministry dealing with culture!

I got a brainwave. Some of the ethnic community workers with whom our division dealt happened to be artists. Why not hang a few of their works in the boardroom? The minister could hold an informal reception for the artist and friends, some of the staff of the entire ministry and some of our multicultural clients. This would give the minister a chance to meet members of various communities and would help to decorate the walls.

I chose a Chinese, a Sikh, an Afro-Canadian and a Pole. I also asked the native community branch people to be responsible for choosing someone.

There was in-house questioning: Is it going to be art or *ethnic* art? Are you going to include an Englishman? Is *that* art? How are the artists going to be chosen? It seems that I had encroached on the territory of the culture people. A group of citizens who had been trying to get funding for a multicultural art gallery — the funds would have come from my culture colleagues — claimed that their proposals were being rejected yet government was supporting multicultural art by means of these shows. By the time the fourth show came around, I'd had it.

Still, a Polish gentleman told me: “It's time these Anglo-Saxons see that we have good painters among us.” And an Afro-Canadian artist told me he had been exhibited by government invitation in Africa and the Caribbean including Cuba, “and this is the first time *my* government has given me some recognition!”

But more disconcerting than the guarding of territory was the apparent closeness of senior bureaucrats to party politics. From executive director through assistant deputy and deputy, particularly in the ministries responsible for social issues, I sensed that one has to be more readily or easily identifiable in terms of the political party in power. If I am correct, this is unfortunate because it robs the civil service of true professionalism. A mandarin once told me he found me apolitical. At the time I considered it a compliment; later I wondered.

Obviously a public service cannot function if the senior bureaucrats are fundamentally at odds with their elected masters; but to what degree before service is in jeopardy is moot.

Of all the phenomena I found most difficult to fathom was the change in leadership. The president of a university or the dean of a faculty serves for five years; the principal of a college or school is not moved every year, nor are the vice-principals. Four months after I joined the ministry, the deputy minister left. We had to adjust to the philosophy and style of the new deputy. Approximately a year went by, the minister left and a new minister came. Another year later, the second deputy left and a new one came. I ended my secondment with government in June 1983. Had I stayed a week longer, I would have been on to my third minister; and six months later my fourth deputy!

Since each change represents a shift in course, you but wonder about things such as commitments, goals, mandates, policies, morale — and the effective serving of the citizens.

There is much in government that is exciting. The issues and crises are real. Yet it is hard to reconcile the excitement with the frustration, the purposefulness of solid accomplishment with the meaninglessness of much that is attempted, the commendation of the public when things go well with its harsh criticism when they go wrong.

Friends told me I'd be glad to return to the university, and warned me not to burn any bridges. And a civil servant said: “Look, there's no place for creative people in government!”

As an academic who observed the inner workings of government for three years, I seek to understand my experience of the confrontation between the academic and the bureaucratic and political mentalities. Professor Bird offers a clue: academics think; bureaucrats do. ■



UNIVERSITY OF TORONTO

FACULTY OF EDUCATION ALUMNI NEWS

Fall 1984

MESSAGE FROM THE DEAN

The Ecology of Change

The conventional paradigm for ameliorant change most often implies an expansionist modality. That is improvement in the efficiency of any system is purchased with the currency of expansionism. In economics, such thinking provides the dynamics for inflationary growth. This general view also permeates much of the thinking concerning change in the design of teacher education. If teacher education programs are to be improved, so the argument goes, more time must be afforded to incorporate all of the competing demands for proper induction — including an expanded and extended practicum. The recent report of The Deans of Education in Alberta titled **The Education of Teachers in Alberta: A Model for the Future** accords directly with this expansionist view of ameliorant change.

There is, however, another quite different model which draws on principles developed in the study of ecological systems. An ecological system is not in principle expansionist — rather it is a finite steady state system, one that acknowledges the "limits of growth" and concentrates instead on the dynamics of balanced inter-relationships. The systems change model which the Faculty of Education, University of Toronto has recently been developing for its teacher education program draws more directly on this ecological model rather than on the model of growth through expansion.

Simply put, how do we effect change in program within the limitations of a one-year consecutive teacher education model? And how do we do it while recognizing the dual imperatives that neither time nor resources may be expanded in maximizing growth? Or even more crudely put, how do we create a better program in the time available with the resources already at hand?

The first and in some ways most difficult decision we took was to recognize that in order to introduce new initiatives, some already existing activities would either have to be excised or contracted. Once this basic principle had been acknowledged, we were well on the way to adopting an ecological change model.

We began, in accordance with recent changes in Ministry regulations, by removing what is known as List B teaching options from the preservice program — ESL, School Librarianship, Guidance, Special Education and Reading. The general view has been that such areas of study as "teaching subjects" within the preservice program reflected areas of specialization best deferred to a later stage in the continuum of teacher education, namely the inservice pro-

gram of studies. Given the dimensions of a one-year consecutive program, it was generally felt that beginning teachers would be better engaged in learning the basic principles of teaching subjects more conventionally associated with the core curriculum while deferring the learning of such specialized studies as ESL or School Librarianship to a later stage in their professional development.

And yet we knew that even beginning teachers in their earliest years would have to be familiar with some basic principle of Special Education, computer awareness, and guidance — not perhaps as teaching "subjects" but at least as responsibilities which might appear in the regular integrated classrooms of the contemporary school.

The solution to this conundrum came with the introduction of a new composite course titled **The Contemporary Classroom**, a course which we felt should be mandatory for all candidates in the B.Ed. program. We designed this course to consist of four modules each approximately of 12 lecture hours in length and covering the four following areas: introduction to Computer Awareness, Special Education with emphasis on identification and assessment needs, principles of classroom Guidance, and School Law. In addition, we have structured **The Contemporary Classroom** course to respond to the somewhat different needs of prospective teachers preparing for each of the three programs — Primary/Junior, Junior/Intermediate, and Intermediate/Senior. Although this is the first year for **The Contemporary Classroom** course, our basic intent is to equip all our graduates with an introduction to the use of computers in the classroom, Special Education identification, School Law and strategies of classroom guidance. In providing this new orientation, we have had to expand our computer facility in order to provide all of our candidates with some hands-on experience in the classroom use of micro-computers. The logistics of circulating all of our students through this new mandatory course has been poss-



Dean J.W. MacDonald

ible only because of the time saved by reducing other parts of the program and by redeploying available staff freed up by such course deletions or reductions.

And so this year marks for the Faculty a new direction of some genuine magnitude. Because these changes are rather numerous and interconnected, I have chosen to describe them within the general paradigm afforded an "ecological change" model. We are all aware that ecological systems are very delicate and indeed, in detail, perilously interdependent. We also realize that an ecological change model provides a viable if as yet untested alternative to the

more common change model of expansion. I look forward to reporting to you next year about the lessons we have learned from our particular approach to program change.

With best wishes from all of us on staff,



J.W. MacDonald
Dean

A YEAR IN TRANSITION

Student Government at F.E.U.T.

During the past five years, the role of student government has changed vastly at the Faculty of Education. It has become a major influence on the lives of those in the one-year program and has worked hard to overcome the many problems created by a year in transition in which students have such short periods of time to carry out the various roles expected of them.

As alumnus you may recall the major function of the F.E.U.T. Student Union as providing social activities for the collective student body. Little attention was paid to groups or individuals and little concern was given to the "spirit" at F.E.U.T. through involvement of the majority of students attending. Identifying and attempting to meet the needs of students attending F.E.U.T. now seems to be the major focus of student government in our Faculty. Let me use this year's student union program as an example.

The 1984-85 Student Executive began in the second week of classes to set up a structure to involve a large number of students in the operation of the Union. Fifty-five appointed or elected students make up the assembly or governing body which is headed by the President. These members serve as the core to fulfill the various sub-committees and function organizers but we have almost doubled the number through volunteers from the general student body.

Social Commissioner and Committee

This group involves over forty students and is giving its attention to organizing traditional pubs, the Graduation Dinner/ Dance and the newest tradition of the Alumni-sponsored Convocation reception. However, this seems almost routine to this group and thus they are setting up a variety of evening and week-end opportunities for groups to participate in theatre, museum visits, tours and other endeavours through which students can come together and enjoy common interests.

External Commission and Committee

This group deals with student input into the decision making process at F.E.U.T. and on the University campus at large through our directors on SAC. Over fifty students from this committee represent student views on Faculty Council and its standing committees and sub-committees. It appears to be that the major focus of this group will be the image of F.E.U.T. within and outside of the University and the role of students in developing that image.

Athletic Commission and Committee

The largest undertaking of any committee was witnessed early in this academic year by this group which was determined to involve as many Faculty students as possible. As a result they have several teams representing F.E.U.T. in inter-faculty sports including men and women's basketball, volleyball and men's hockey. But their major interest areas seem to be involvement of large numbers in recreational athletic programs. Dancercise classes are held every day of the week, recreational swimming three times a week, and future games evenings are but a few of the directions assumed by this group.

Employment Commissioner and Committee

This group is currently working in cooperation with the Career Counselling and Placement Centre and the F.E.U.T. staff committee dealing with employment perspectives. A great deal of effort and concern is being given to the Employment Day program, to take place in December, and to Board and group visitations to F.E.U.T. students throughout the year. Over thirty F.E.U.T. students are currently organizing this aspect of F.E.U.T. life.

Yearbook Committee

Last year we saw our first F.E.U.T. yearbook published by the Student Union. This year the Student President has organized a committee of more than twenty students to design, put together, edit and have published an even bigger yearbook. Contracts have already been prepared and material compilation has begun.

Secretary and Office Manager

This is the only office, other than the Treasurer which is now a permanent position on the Union, operating without a committee. However, even here, the focus is on students getting involved. The Student Union Office is being set up as a major place for students to get work done (typing, duplicating, etc.), to come and relax, and the major area where student ideas can begin to be put into effect. The office is staffed from 9:00 to 5:00 five days a week and will be of service to the student body.

It's hard to believe that the 1984-85 students have only been here five weeks! This involvement and enthusiasm is the theme of this year's group. It can't help but enhance the life of each Faculty student as they are an active part of F.E.U.T. this year and hopefully Alumni in the future.

Dr. Gary Hunt, Faculty Representative

PRESIDENT'S REPORT

Your Alumni have spent this year trying to establish what we can do for our members. I do thank those that took the time to send the reply card that was included in the June meeting notice. We considered each carefully and the plans for '84-'85 will reflect this.

What we have come to realize is that the Alumni of the Faculty of Education involve not only those teaching in schools, but also those who, because of present-day declining enrolments, are either supply teaching, teaching in companies, or employed otherwise. Further, we want to be helpful to the people now attending the Faculty.

On Wednesday, November 14, at 7:30 p.m. in the Faculty Lounge, Room 240, we are having a panel discussion. The focus will be Discipline in the Schools.

1985 will be an active year for the Alumni. Professor Arn Bowers will be the principal speaker on Wednesday, February 6th at 5:30 p.m. in the Auditorium. Arn is well-known for his lively, enlightening presentations. His address, "Good-bye Miss Tud" will be significant to those interested in the growth of education in these technological times.

June 1 is Spring Reunion at the University of Toronto. In conjunction with this, we will invite not only the honoured years, but also those who would enjoy a get-together of old friends.

At our general meeting, June 19, besides elections, we have planned a workshop presentation.

October 19, is Homecoming when we anticipate a weekend of activities that centre around the Faculty.

We appreciate that each of you has an affiliation with some college which you attended 3 or 4 years and that our association with the Faculty of Education for most, was of one year duration. But, that year placed you in a different role than your college friends and that role has meant an entirely different set of problems and requirements. Those in the teaching profession, hired full-time in a school, have a number of professional development programmes offered to you but we feel as an alumni that we can have an important role: we can have an advisory part of the Faculty, we can meet with people coming into the profession, we can, through our representation on various University Councils make our concerns known.

Your support, physically and financially help us to do the job that an alumni association should.



Left to Right, Back Row: Bill Reill, Harry Barrett, Mark Stoliker, Bob Crowe.

Left to Right, Front Row: Olga Reed (President), Francis Omoruyi, Cora Preston, Millicent Williams, Pierre François, Andrew Troop.

Absent: Victor Pieroka, Carlo Rossi, Jennifer Schroeder.

Faculty Representative: Dr. Carol Hennessy.

Alumni Talent Unlimited

Senior Alumni of all colleges and faculties contribute an average total of 600 hours a month for University of Toronto projects as volunteers of the Senior Alumni Committee aptly named, Alumni Talent Unlimited.

If you are retired and interested in joining these volunteers, telephone Alumni House at 978-2365.

Faculty of Education

Alumni News

Published by the Faculty of Education Alumni Association of the University of Toronto

President.....Olga Reed
694-7574

F.E.U.T. AWARD WINNERS

Awards for Excellence in Scholarship and Teaching

These awards are presented to a graduating student in each area of specialization who has demonstrated academic excellence and teaching proficiency, and has made a special contribution to the activities of the Faculty.

Awards of Honour

Primary/Junior Award of Honour.....Ms. Laurie Farrance
In honour of Dr. William Pakenham, Dean of the Faculty of Education, 1907-1934.

Junior/Intermediate Award of Honour.....Mr. Gordon Wagner
In honour of Dr. Bert C. Diltz, Dean of the Ontario College of Education, 1958-1963

Intermediate/Senior Award of Honour.....Mr. Stephen Hatfield
In honour of Dr. W. Bryan, former President of the Ontario Secondary School Teachers' Federation.

Award for Outstanding Contribution to the Life of the Faculty

.....Mrs. Marilyn Calderone
Presented in honour of Professor Jack Passmore, former Assistant Dean of the Faculty, 1973-1974

Department Awards

The Arnolds Balins Award (Geography Department).....Miss Mary Beth Craig

The Leighton McCarthy Memorial Scholarship
(Institute of Child Study) Early Childhood Education.....Miss Heather Gilman
Childhood Assessment and Counselling.....Miss Leslie Langdon

The Morgan Parmenter Memorial Award
(Counsellor Education Department).....Miss Sharon Vardy

The R. Darrell Phillips Memorial Award
(Technical and Industrial Arts Department).....Mrs. Laura Jane Patton

The Alexander P. Seggie Memorial Award
(Business Education Department).....Mrs. Freda Giannidis-Cesta

The Don Wright Scholarship
(Music Department)

Vocal Music.....	Miss Judith Anzele	Miss Elspeth Beagrie
	Mr. David Johnston	Mr. Blaine Sharpe
Practical Instrumental Arranging.....	Mr. Brian Crone	Mr. Stephen Hatfield
	Mr. David King	Mr. Mark Promane

Fellowship

The William Pakenham Fellowship in Education.....Mr. Jerald Paquette
Presented in honour of Dr. William Pakenham to an Ontario resident with a teacher's certificate for advanced study.



The recipient of the Three Awards of Honour and The Outstanding Contribution To The Life of The Faculty Award receive this bronze sculpture of R. Dell Newbigging — a figurative representation of the Human Thirst for Understanding which is the Essence of the Educative Process.

Next Meeting

Discipline in the Schools will be the focus of teachers, administrators, trustees and students. Join us on Wednesday, November 14, 1984 in the Lounge (Room 240) of the Faculty of Education at 7:30 p.m.

Dear Graduate, Student or Friend;

I would like to present to you the opportunity to own an original Canadian crafted wall hanging of your University's Coat of Arms. I feel this may well become a cherished item in your family's heritage. They will be sequentially numbered and registered in your name; therefore, after a time they will tend to become a distinctive collector's item. As we have the only loom in North America capable of doing a design weaving such as this, you will have a distinctive and unique piece of Canadiana craft.

The initial design and development of the wall hanging involves a great deal of skill and handwork to produce the finished piece. Especially designed for our antique weaving loom, this attractive wall hanging is made by Olde Tyme Canadian Craft Weavers on a 1906 Antique (Axminster) Jacquard Gripper Loom. Justifiably known as the original computer, a replica of this can be seen in the computer section of The Ontario Science Centre in Toronto, Ontario.

To visualize your wall hanging, it is similar to a hooked rug, but woven of wool and orlon, only of a finer texture and more uniform. The pile is approximately one half inch thick. Included is a simple method of hanging, but some people have created their own displays, including lighting effects for their dens, recreation rooms, offices, etc.. There is considerable care that goes into making this quality woven wall hanging and is something that anyone would be proud to hang in their home or office.

Due to the length of time it takes to make each hanging, an early reply would be appreciated. Orders are filled on a first come - first served basis. We feel that you will be extremely pleased with your wall hanging but, should you be dissatisfied, return it within 14 days and we will completely refund your money. Please use the order form below to order now.

THE COAT OF ARMS OF THE UNIVERSITY OF TORONTO

In 1917 the Board of Governors of the University, on account of the many incorrect forms in common use, applied to the College of Heralds for a correct emblazoning of the Arms of the University of Toronto and of University College. For some reason, the crest of the University was described by the College as an "Oak tree", and not the "umbrageous Maple" described by Dr. Daniel Wilson. The heraldic descriptions are here given:

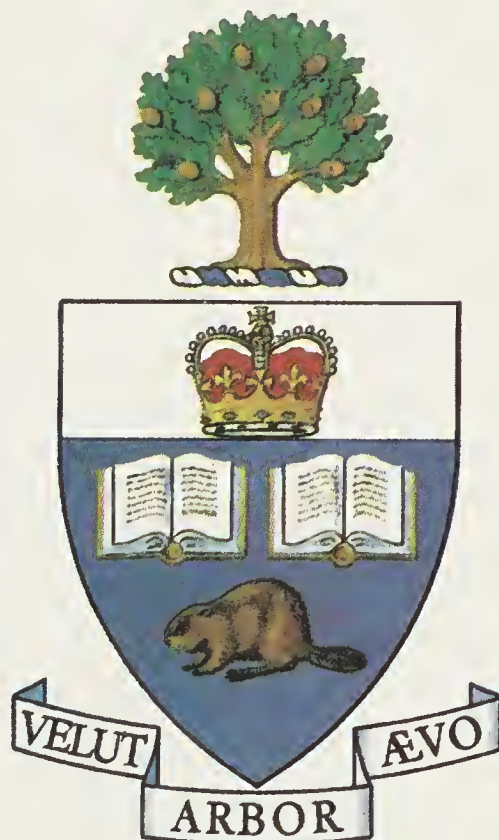
Azure two open Books and in base a Beaver all proper, upon a Chief Argent the Royal and Imperial Crown also proper, and for the crest on a wreath of the colours an Oak tree proper stemmed and fructed Or.

That is: On a blue field, two open books with a beaver below; on the chief, or upper part the Royal and Imperial Crown on a white field, all in their proper Colours; and for a crest, on a wreath of the colours (i.e., blue and white) an Oak tree, with branches and golden acorns.

The motto of the University "Velut arbor aevo (crescat)" — may it grow as a tree through the ages — is an adaptation of Horace's lines "crescit occulto velut arbor aevo fama Marcelli" (Ode XII, Book I, line 45).



University of Toronto



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CELEBRATIONS OF PROGRESS IF NOT YET EQUALITY

WOMEN AT U OF T CELEBRATING the 100th anniversary of the admission of women to lectures have been overwhelmed by the enthusiasm of the general public, especially alumni, for their project. The Women's Centenary Committee has organized special events for the 1984-85 academic year — plays, exhibitions, lectures, readings and panel discussions — and is raising money for scholarships in the names of pioneer co-eds, an annual lecture series on issues of concern to women and expanded library holdings in the field of women's studies.

So many people phoned in response to a Varsity Fund mailing to offer support or to ask to be put on the mailing list that co-ordinator Elizabeth A. Wilson had to acquire an answering machine. "Many women feel it's the first mailing from the University that they've really wanted to be involved with," she said. "Some ask, with babies crying in the background, if there's anything they can do at home to help. A woman from Quebec came in the other day with a bag full of Varsity song books, dance cards and at-home cards collected by her mother at the turn of the century." Diaries, letters, clippings and speeches have come in to Anne Rochon Ford for her book on the history of women at U of T, and photographs, clothing and other souvenirs to Marvi Ricker for an exhibition of women's memorabilia in the main display area at Robarts Library in March and April. (More objects are needed for the exhibition — medals, sports trophies and other items belonging to the emergence of women in various aspects of university life.)

Today women account for slightly more than half of the 52,400 students at U of T, but it was different 100 years ago. Since 1877 women had been sitting examinations at the University, but they had had to arrange for private tuition. On Oct. 1, 1884, the first mixed lectures at the University began on the orders of the provincial legislature, which was responding to pressure from would-be female students. The president of University College, Daniel Wilson, had been protesting that women would require a separate college to promote "culture and high intellectual development". Instead,

he was ordered to provide a washroom, a separate reading room and a matron for the women and to let them in. Ten came — to study classics, modern languages and philosophy with more than 400 men.

Women by that time were already attending Victoria University in Cobourg, which graduated a female M.D. in 1883 and a B.Sc. in 1884. But it was not until 1885 that Victoria became affiliated with the University of Toronto.

Until 1903, women who came from out of town to university in Toronto had to board in the city. In 1903 the first women's residence at U of T was built, Annesley Hall at Victoria. By that time, women had ceased to become a curiosity to be shunned or ridiculed and were, to judge from diaries of the time, accepted and comfortable. In honour of the 100th anniversary of the first woman graduate, Victoria College sponsored the publication of a diary of an undergraduate who lived at Annesley Hall from 1907 to 1911. *It's Late, and All the Girls Have Gone* by Kathleen Cowan (published by Childe Thursday) describes a whirl of teas, skating dates, Bible classes, dances, sports events, shopping, flirting, sermons and (oh, yes) lectures. University was obviously a good place to meet prospective husbands.

Today it is assumed that women go to university so that they can have a career

outside the home. But they have not achieved equality yet. Five years ago, a group of female scientists at U of T organized the Canadian Association for Women in Science to encourage young women to aim for careers in fields like dentistry, engineering, science teaching and research, which have traditionally been considered the preserve of men. The association is trying to get parents and schools to change their perception of the teaching of women. Last year the Toronto chapter, with the Toronto Board of Education, organized a one-day science fair for girls and their parents. "We've only been at it a short time," said Professor Rose Sheinin, a microbiologist and vice-dean of the School of Graduate Studies, "but it's working."

At a lunch-time panel discussion on women in Toronto today, sponsored by the Women in Toronto Centenary Committee, it was clear that there is still a long way to go before women are as representative as they would like to be in some departments of the University. "Departments don't think of women as having inferior brains, but they find that women are not as good a bet for employment as men," said history professor Ann Robson. "We won't win anything on an appeal to abstract principles of justice. Men will only hire women because it benefits them. We must emphasize that it is mutually advantageous to a department and to society to employ the brains of both."

A scene at Annesley Hall.



CHAVIVA HOSEK

BY JUDITH KNELMAN

CONFRONTING POLITICIANS WITH WOMEN'S RIGHTS



THE STRONGEST ADVOCATE FOR WOMEN'S RIGHTS IN Canada right now is a slim, soft-spoken, studious English professor at Victoria College who in her spare time serves as the president of the National Action Committee on the Status of Women (NAC), the non-partisan umbrella feminist organization that publicly pinned down Brian Mulroney, John Turner and Ed Broadbent before the Sept. 4 election.

Her entire life these days, says Chaviva Hosek (pronounced Havee'va Hoe'shek) breathlessly, is in her calendar. In addition to her teaching duties this year, she has taken on the chair of academic affairs, arguably the most powerful committee of Governing Council. Monday she works at home preparing lectures, marking and writing; Tuesday through Thursday she's on campus teaching, seeing students and attending meetings; Friday mornings she's at the NAC office; and appointments with politicians, journalists, NAC colleagues and university officials are wedged in between — sometimes

weeks ahead.

Hosek is the attractive, late-thirtyish woman you saw calmly telling a national television audience on Aug. 15 that it was watching history being made. There had never before been a politicians' debate in any country sponsored by a women's organization and devoted to issues of concern to women, but there almost certainly will be one again before the next Canadian election: thanks to NAC, a comparison of positions on women's issues before an election will have become the norm.

The whole thing was Hosek's idea. Pierre Trudeau had refused to come to a NAC question-and-answer session on women's issues before the last election, in 1980. This time, she realized, there was not really an incumbent, so none of the leaders was likely to refuse to appear on the same platform as his challengers. Media questioning of the candidates hadn't up to then produced anything but generalizations and tag phrases, but, she reasoned, a debate organized by and for women should encourage concrete responses.

"When Chaviva decided to run for the presidency of NAC last spring," says Senator Lorna Marsden, a colleague (in sociology) at U of T and a past president of NAC, "she said we were going to have an election and NAC was going to lead the debate on women's issues. The fact that she recognized the strategic nature of the plan and pulled it off is an enormous credit to her."

Hosek won for the women of Canada not only a thorough airing of such concerns as pension plans for homemakers, affirmative action, equal pay for work of equal value, access to abortion and day care but commitments from the winner that NAC will be able to monitor. Mulroney has publicly undertaken to see to it that discriminatory sections of the Indian Act are removed and that a system of enforcing maintenance orders across provincial borders is worked out in the first session of parliament. He has also promised to call a major conference to get at the obstacles to women's equality. Not only have women's issues become a live political concern as a result of NAC's strategy, but women have been appointed to the cabinet to keep them going. There were three women in the last cabinet; in this one there are six. There were 14 women in parliament when it was dissolved last summer; there are now 28. "One part of me is amazed and delighted," Hosek says, "but the part of me that is attuned to feminist goals says we won't be equal until there are 141 women in parliament." Already NAC has begun lobbying some of the new ministers and has asked Mulroney for a meeting next fall to evaluate what the government has done for women.

That's how Hosek operates. Part of her is charming and agreeable, but there's another part that's tough, aggressive and persistent. And all of her is bright. Eleven years ago, when she became a member of the Ontario Committee on the Status of Women, she didn't know what a brief was, or a press release, or lobbying. "I thought you voted in an election and then you went away and the government decided what it was going to do and then you voted again. So there's hope for anyone!"

She watched and helped and learned, becoming more and more involved in the movement as she discovered how much is not to be found in books. "I always knew



SHE HAS "MADE WOMEN'S ISSUES INTELLIGIBLE TO DUMMIES LIKE THE REST OF US"

what it looked like in the man's world because that's the world we all live in. This was a chance to view the world from a different angle." She became a member of the steering committee and moved on to NAC, where she acquired a sense of how the needs of various groups of women for legislative and administrative change all fit together. She became secretary of NAC because no one else wanted the job, then vice-president, and last March took over as president.

"She's very sound academically and politically," says Jean Edward Smith, a professor of political science and her predecessor at academic affairs. "She wouldn't like me to say this, but she is not a woman who has been ad-

vanced because of affirmative action. She got where she is on the strict basis of performance, achievement and ability. She's also a very nice person — not shrill, but very effective." She has, says Smith, "made women's issues intelligible to dummies like the rest of us."

Hosek loves to meet a challenge with strategy. She tries to figure out what will make a potentially unpalatable proposal interesting and agreeable. Her experience over the past few years at NAC developed that approach, but her skill derives from her background in teaching. She says once she got into lobbying she realized how useful it was to transfer the awareness she'd picked up in teaching of the distinction between telling people

what you know and telling them what they want and need to know.

"She places issues in a broad intellectual context, and she's very good at figuring out what is going to be politically appealing to whatever individual or group we're talking to," says Brigid O'Reilly, a member of the Ontario Committee on the Status of Women. She recalls a lobbying session with John Roberts, then minister of employment and immigration, over access to job training for women in which Hosek allowed Roberts to say what was politically feasible and wound up with advice on what NAC should do next.

"Her style is long past fist-shaking," says Alexandra Johnston, principal of Victoria College. "She manages not to be abrasive. She doesn't expect to be able to change attitudes overnight. She doesn't get angry when she encounters stupidity or anti-feminism. She has a sense of reality about what the women's movement can do now and what it must do to achieve its goal."

How did a nice, quiet professor of English get into such a powerful position in national politics?

Much of Hosek's success as an activist comes, in Johnston's opinion, from her assurance of her place in her profession. At U of T she's respected as a teacher, scholar and governor, and at Vic she has found a very special support system that derives from the calibre, range, quality and number of the women on its faculty. "It's expected that Vic women will be leaders," says Johnston.

But the roots of her success are deeper than that. When she came to Vic in 1972 Hosek was not a political activist, but she had been a staunch feminist from the time she was a teenager, though she didn't then know the term. "I knew there was something wrong with the way the world treated women. And there was certainly something wrong with the message I got from some of my teachers and my parents' friends that I should not be quite so serious about school," she says.

"One of the ironies of my life is that the people who now congratulate me on having a career are the same people who, when I was 15 years old, told me I should have a boyfriend. I had immense support from my family, but the people in the real world thought there was something wrong with a girl who wanted to have a career and not decide what her life was going to be on the basis of who her husband was. I certainly hope that 15-year-old girls today don't go through all that, but I suspect they do. I think the message they get now is that it's okay to have a career but they shouldn't be too passionate about it, and they should get married."

Hosek herself is not married, but she has been living with a man for four years, a business consultant who is happy to see her busy with her own life and has no desire to interfere with it.

However, she believes most of the world still sees women as appendages to men, and she deplores that view because it deprives women of the opportunity to discover and carry out all that they are capable of doing in life. "Denying women their personhood is an affront to the human spirit," she says simply.

Her own development as a self-sufficient person was encouraged by European-Jewish parents who had been through the war and well knew the risks of relying on

someone else to take care of you. "The war was a cataclysmic event in which no one could guarantee to protect anyone else. It left them with a sense of how dangerous the world was. When the Gestapo knocked on the door it didn't matter how much money you had. All you had to count on was who you were and what you were able to do with your hands and your head: everything else could be taken away from you. So my parents were survival-oriented."

The Hoseks went to Israel after the war. When their daughter was born, they gave her a name derived from the Hebrew for "to cherish" or "to care for". Their idea of caring for her, however, was not to protect her indefinitely. "The message they gave me was that human beings, in order to be fully adult, have to be able to take care of themselves. After that, the rest is negotiable. You can live with someone or not, have children or not have children, but you cannot be so constituted as a human being that you're incapable of looking after yourself. My parents absolutely expected me to have a career, to be able to take care of myself in the world no matter what happened to my personal life."

The family came to Canada in 1952. Both parents were in the labour force, her father in plumbing and construction office management, her mother in the garment trade. The family — especially Chaviva and her father — talked about international politics a lot. Her father, she says, was a disappointed idealist. "A lot of people after the war thought they were coming to Utopia, and of course a place run by human beings couldn't be."

Chaviva attended a Hebrew day school in Montreal, then went on to McGill. "I had a handful of good friends and I was in love with my work. I read, talked to my friends, and had a quiet and good time except that in my third year my father became very ill and it was clear that he was going to die. I spent most of that year not quite able to cope with that. I lived in a total haze of grief. It was all I could do to do my work."

She won a scholarship to Harvard, discovered the women's movement in a consciousness-raising group, did graduate work on the American poet Walt Whitman, and received her doctorate in 1973. She is now working on a book on Whitman. "I chose him because he was a radical egalitarian, as in some ways am I, and because he was not sexist," she says. "His vision is one I can be very attracted to at certain times, but it doesn't quite lead to politics. It sees the way the world should be but doesn't give you a plan to get there. That's not the task of a poet."

It is, however, the task of an activist. Hosek is committed not only to taking care of herself, to studying and to teaching but to making life at the University better and to making the lives of women better. Sometimes all these disparate goals mesh together. In September, as she chaired her first meeting of the Academic Affairs Committee, feeling raw and new, she asked the committee to approve a list of five people given the top honour that U of T can bestow on its faculty members, the title of University Professor. On the list was the name of Ursula Franklin, a social activist and the first woman to be named a University Professor. The first woman to chair academic affairs had to tell herself not to begin by crying. ■

NAVAL TRAINING DIVISION BRACES FOR 75TH REUNION

INEVITABLY, WE WERE KNOWN AS "untidies" — but even if the regulars (we called them "pusser types") made fun of us, being a member of the University Naval Training Division from the late 1940s on was a rare experience.

Most of the week we were ordinary campus cats, trying our best to baffle the professors who marked our essays, but one night a week, like Superman in his phone booth, we would change into our uniforms (then a dignified navy blue) to attend drill at the nearest naval reserve division.

In those days, the Royal Canadian Navy still had ships with boilers that worked, and those of us who shared a sense of adventure with the sea found the training relatively painless and even exhilarating. (How else could you get to Bermuda or Hawaii on a three-week sea excursion and get *paid* for it?) Yes, the summers were best, because that was

when we took off for either Halifax or Victoria to earn our sea time.

What we learned had little to do with war, consisting mainly of navigation, early morning calisthenics, Morse code, more calisthenics, semaphore, how to march without tripping over your own feet, and even more relentless arm-waving and "character-building" push-ups.

It all came under the heading of trying to make the grade so that at the end of four years, along with our degrees, we could be commissioned as sub-lieutenants in the RCN (Reserve). A few joined the real Navy; most of us marched off into full-time civilian occupations. To earn our commissions, we first had to pass a somberly conducted "selection board". For some reason which annoyed me then and annoys me a lot more now, the standard method for finding out whether each aspiring young officer kept up with current events was to enquire whether he regularly read *Time* magazine. Hardly an ideal test for swearing loyalty (presumably unto death) to the preservation of Canadian nationhood — but I know of only one cadet who beat the system. Robert Perry (later managing editor of *The Financial Post* and at the time the young stringer for *Time* in Winnipeg), upon being asked the same old question, drew himself ramrod stiff and replied: "Sir, in Winnipeg, **I am Time** magazine." He not only made the grade but was given command of a training ship one

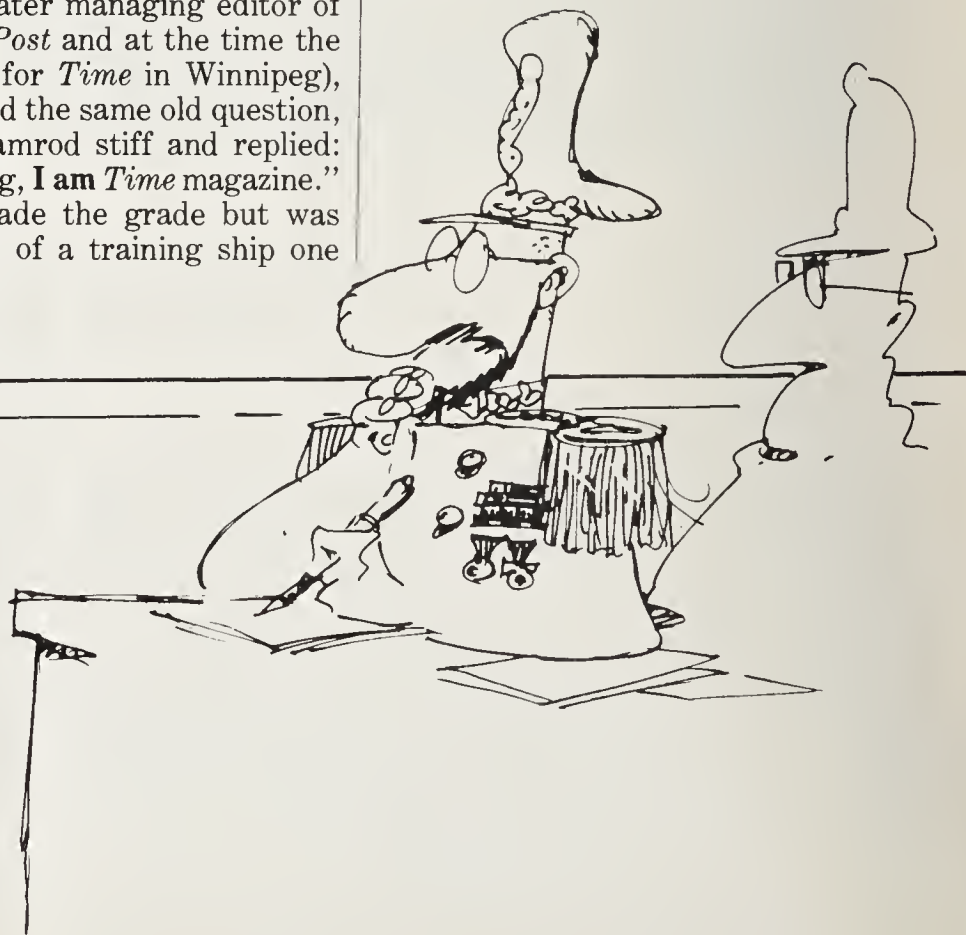
summer in the Great Lakes tour.

Well, those days are long gone (as is the Royal Canadian Navy) but in the summer of 1985, as part of the 75th anniversary celebrations of the Navy's founding, the UNTD is planning regional get-togethers in Toronto, Montreal and Winnipeg, as well as national reunions in Halifax (June 28 to July 1) and Victoria (Aug. 30 to Sept. 1).

To plan these events — which will include tours of ships, splendid mess dinners with distinguished guest speakers plus formal briefings and informal yarns — we are trying to contact former members of the UNTD. Preliminary mailings have gone out — but so many addresses have changed so often that we're not getting individual invitations to enough people.

If you were a member of the UNTD (and there are 6,000 of us) and if you're interested in attending one of the 1985 reunions please write to:

The Maritime Command Museum
Admiralty House
CFB Halifax
Halifax, N.S.
B3K 2X0



HOW READERS SLICED THOSE PIECES OF CAKE

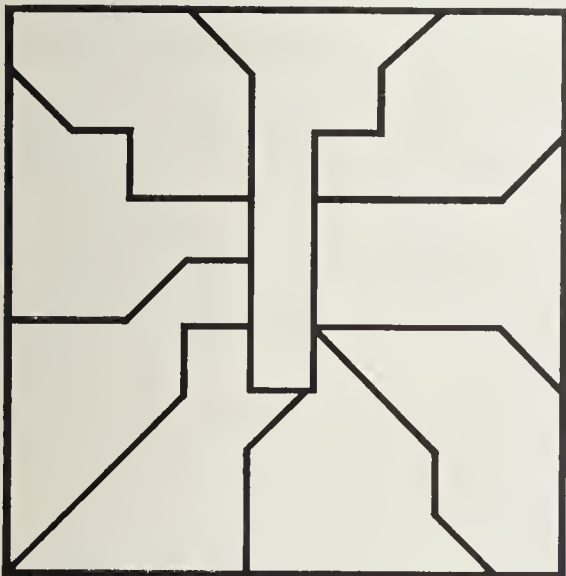
FOR THE PUZZLED, SOLUTIONS FOR the cake problems in Aftermath (Sept./Oct.) have been provided by Prof. E.J. Barbeau.

The square iced chocolate cake can be equitably shared among nine people by marking nine points, separated by equal distances along its perimeter, and slicing from the points toward the centre. The fruit cake can be first sliced into four portions as usual by two vertical cuts, then sliced horizontally, half way up the side.

Both problems were solved by M.P. Adams, M. Ankenmann, J.E. Baxter, J.M. Goss, J. Griesbach, W.G. Huntley, B. Kavanagh, R.J. Oliver and J.D. Rose. Eleven other readers submitted correct solutions to the fruit cake problem.

For those on the qui vive for ingenuity or nimble wit or both, we provide the following replies.

I was hung up on the first puzzle for some time, mostly because I let my medium get in the way. It is quickly obvious that since the height of the cake is unknown, all pieces must have the same amount of the perimeter. So I drew a nine by nine square and divided it as below.



That just didn't look neat enough. About a day later I tried playing with triangles and found that the apexes must line up in the centre to give a triangle of the correct volume for a given base length. From there it fell apart. Thanks for the puzzle.

Michael Ankenmann
Mississauga

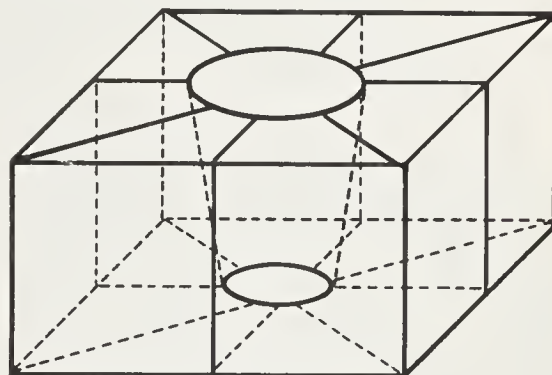
I nearly dismissed the cake and icing problem as impossible until I realized how easy it would be if there had been eight to tea. From there it was a matter of cutting a corner from each of the pieces and re-assembling them into one piece. Finally I worked backward, cutting the ninth piece first from the centre. This ninth piece can be either a truncated cone (inverted) or a truncated, eight-sided pyramid (also inverted, of course).

Step 1: Divide the total icing area by 9 and draw a circle of that area in the middle of the top of the cake.

Step 2: Divide the volume of the cake by 9 and calculate the area of the circle to be drawn on the bottom of the cake, to give a truncated cone of that volume when using the circle in Step 1 as the base.

Step 3: Cut out this inverted, truncated cone.

Step 4: Divide the rest of the cake into eight equal portions.



An interesting problem. I hope there will be more.

Ed Eggertson
Burlington



WE NEED YOUR HELP!

We are making a concentrated effort to find all "missing" alumni. Constituency associations, branches and year organizations are helping in the search. A team of Senior Alumni volunteers works regularly in Alumni House tracing addresses.

You can help by letting us know about any friends or relatives who are not receiving *The Graduate* and other alumni publications. A well-informed alumni body is now more important than ever to represent the University in the community.

DO LET US KNOW . . . and please, if you move, send us word:
by mail — Department of Alumni Affairs, University of Toronto, Toronto, M5S 1A1;
by phone — (416) 978-2139.

Test Livingston
Director



Carlos Ventura: Seven years old. House no protection from the rain. Family all suffer from colds. Eldest child sickly, weak. Exist on \$30 a month. Cannot hope for improvement.

Won't you answer a little boy's plea?



someone cares. His parents, of course, and his brothers and sisters, give him the warmth of family love. But they too are trapped behind poverty's wall. Their hands are tied—love is all they can give. Food, better clothing, a decent house—impossible to buy on \$30 a month. Sometimes, it all seems hopeless—except to the very young. Carlos still has *his* dreams. He's still young enough to believe that someday they might actually come true—that someday, someone will reach out with their help.

Won't you answer a little boy's plea? Even though, by the time you read this, someone will have opened their heart to Carlos, his plea is echoed over and over in the sad, wide eyes of thousands of children overseas. There is so much you can do to help a child. Foster Parents Plan can show you how. For just a few dollars a month, you can improve a child's diet and that of this whole family; help them to rebuild their home; put doctors, dentists and education within their reach. Please won't you help? Fill out the coupon below today, or call our toll-free number.

When you look at Carlos' picture, you can see the mute plea for help in his eyes. Always hungry, often cold, and sometimes even a little frightened, Carlos needs desperately to know that

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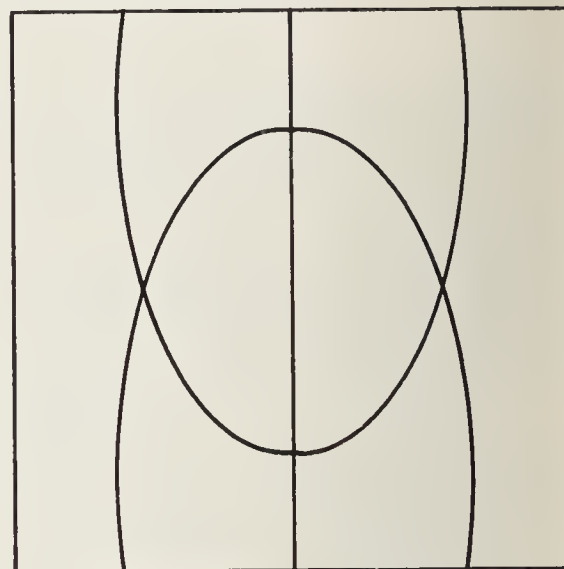
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AP1 100 CPI

Unfortunately for me I have no math books here and can't remember the equation for the area of an ellipse. By eye, then, perhaps two elliptical cuts and one straight cut might divide this fruit cake into eight equal pieces.

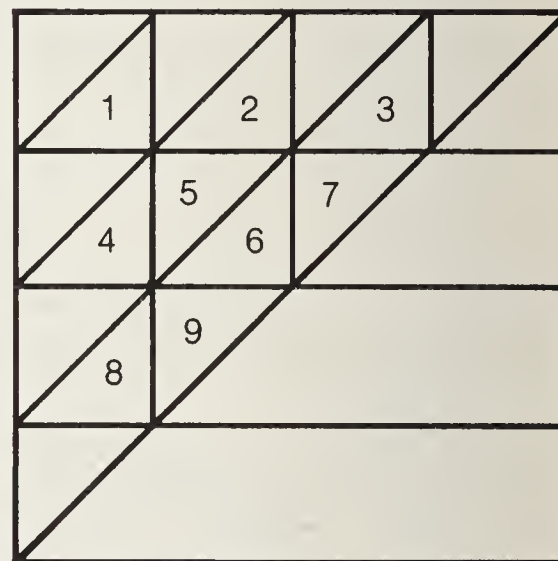


NOT TO SCALE

Either way, this problem kept me occupied happily for awhile. Thanks!

Judy Littleford
Calgary

The problem does not say that the whole cake has to be used. I can do it in 10 cuts as shown.



Robert G. Stark
Downsview

The fruitcake problem was solved in the orthodox manner.

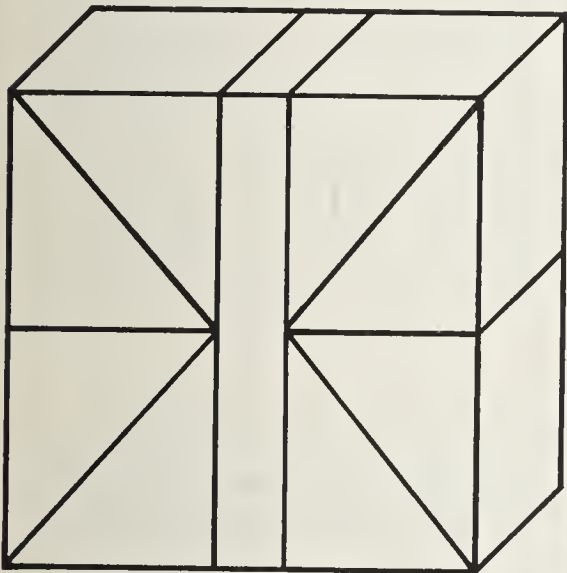
Editor.

I am a grade 11 student who can't resist the occasional puzzle and, like everyone, I can't decide which part I like most, finding the solution or puzzling over the problem. With "A Piece of Cake" I could

have my cake and eat it, too, because I ate the fruitcake immediately and spent a lot of time on the chocolate cake. The answer that I absolutely couldn't find the night before just popped into my head the next morning.

*Jennifer Griesbach
Toronto*

I divided the iced cake of five units square into nine pieces. I assume that the cake is one unit thick. A slice is taken out of the centre and the two larger pieces are cut into eight triangles. Each piece has three-unit-squares of icing.



The assumption is that the icing is of uniform thickness.

*Vi Ann Shewchuk
Toronto*

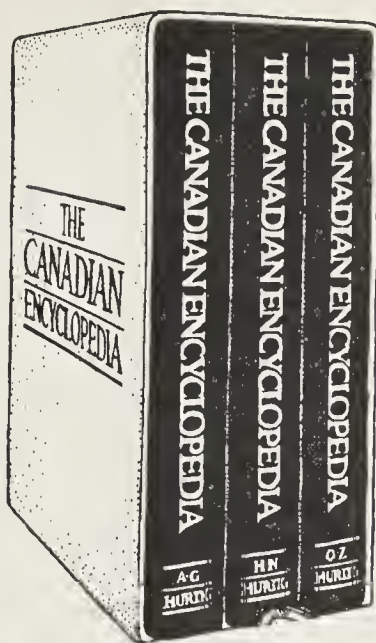
I think the fruitcake can be divided with three cuts as long as one of them is horizontal (ie. parallel to the table) and the other two are vertical.

Fortunately, I never cared for chocolate cake.

*Morton S. Rapp
Willowdale*

W.G. Huntley solved both problems and added a postscript: As a semi-retired pharmacist (now in my 60s) I decided to renew my old love of mathematics four years ago. Managed to write the qualifying exams for the University of Waterloo and completed one term and almost a second of calculus. We seniors still can make use of our gray matter!

*Bill Huntley
Barrie*



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T9/84

HUD STEWART'S BUILT A WALL OF DISTINCTION



WHAT DO JIM ELDER, ABBY Hoffman and Shawn O'Sullivan have in common? They're all former U of T students who have represented Canada at the Olympics. Since February, current students have been able to read those names and the names of hundreds of other U of T athletes on the T-Holders' new wall of distinction in the Warren Stevens Building of the Athletic Centre. At this stage, the wall lists competitors in the Olympics and the World University Games. Future plans include the Commonwealth and Pan-American Games.

"I asked myself how we could do something which would at one fell swoop pay tribute to most of our athletes," explains T-Holder president Hud Stewart (Trinity 3T2). "What we've got on the wall of distinction are 34 of our 40 sports. If I had tried to get a hall of fame going I could see I'd get into great big arguments over who would qualify. This way we cover 75 per cent of our strongest athletes." The missing sports are curling, rugby, football, squash, golf and tennis. The T-Holders are wrestling with the problem of how to honour outstanding athletes in those sports as well.

Identifying the athletes who deserved recognition on the wall of distinction wasn't easy. Hud conducted the research himself, comparing team lists from the

games with T-Holder and alumni records. He spent 20 hours a week during the summers of 1982 and '83 corresponding with sports officials and pouring over file cards and microfiches in the basement of Alumni House. "I think 95 per cent of the people are on the wall but there's no way I can tell," he says. Luckily, the blue vinyl boards with white lettering that make up the wall are designed to be reasonably flexible so that any overlooked superstars can easily be added.

"I learned a lot of interesting things," says Hud, who doesn't regret the long hours he spent on research. "For instance, I found we had a tuna-fishing team in the '60s. They placed eighth and last."

One of the rewards of Hud's labours is that his name appears on the boards as well. A member of U of T teams in football, rugby, boxing and track and field, Hud represented Canada at the 1932 Olympics in the 400- and 800-metre races. Because of an old football injury his running days are now over but he still represents U of T in masters swimming competition in the 75-79 age group. "I hold quite a few Canadian records in different age groups and for a while I held

the world record in the 200-metre back crawl for the 60-64s. Unfortunately I couldn't compete last year because I was too busy to train." In addition to his T-Holder activities, Hud teaches law, economics and scuba diving through the School of Continuing Studies.

"I don't need all that much sleep," he explains. Hud's lengthy career as a professor in the urban planning department probably came as a surprise to those who knew him as an undergraduate. "I played 20 sports each year I was an undergraduate," he confesses. "I only had one grade out of the 50s and that was in religious knowledge where I managed a 61 once."

HOW ALUMNI FEEL ABOUT U OF T

THIS SPRING 500 ALUMNI WHO HAVE graduated within the past seven years received a questionnaire in the mail. Asking everything from "How do you feel about the U of T?" to "Have you ever been approached by the University for money?" the questionnaire attempted to determine the attitudes of young alumni and their involvement with their alma mater. Completed questionnaires were returned by 160 of those contacted.

Chris Morgan (Engineering 7T8, Law 8T1) was instrumental in devising the survey. As president of the Young Alumni Association in 1983-84, he came to the conclusion that the group's mandate to organize programs of interest to all young alumni was unworkable.

"We thought the way we were constituted was ill-conceived," he says. "Young alumni make up a third to a half of all alumni at U of T and that ain't no natural constituency." It's hard to develop programs for 100,000 people.

At its annual meeting in May, the association voted to dissolve. The survey was its last act. Chris and his executive re-emerged this fall as a committee of the UTAA. They find the results of the survey encouraging.

"We wanted to determine where young alumni identification lay," he explains. "We suspected it wasn't with the University in general and that's why we had

Hud Stewart and the T-Holders' wall of distinction



been unsuccessful in organizing on a University-wide basis. The returns on the survey bear out our assumptions. They show that 71 per cent of young alumni identify more closely with smaller components of the University — colleges, faculties, departments — rather than the University itself."

They also show that 81 per cent have returned to the campus for one reason or another since graduation, 25 per cent have considered becoming involved with their alumni associations and 34 per cent are interested in doing so in the future.

"It comes down to two basic findings," Chris concludes. "One, feeling towards the University is pretty positive and two, our efforts should be directed towards encouraging constituency-based activities."

As a first step in redefining young alumni programs, Chris and his committee will hold a January workshop for alumni association presidents, young alumni representatives from each constituency and what Chris refers to as "pre-alumni" commonly known as students. "We'll toss ideas around and decide where we're going from here."

"MR. MUSIC" SITS IN CHALMERS CHAIR

ON SATURDAY, DECEMBER 1, THE UTAA will celebrate the founding of the Jean A. Chalmers Chair in Canadian Music with Musical Chairs, an evening at Hart House highlighting the accomplishments of the chair's first occupant, John Beckwith.

Arts patrons Floyd and Jean Chalmers have agreed to bequeath \$1 million to the University to establish the chair and an Institute for Canadian Music and to provide \$50,000 a year until the bequest becomes available.

"Floyd Chalmers is Mr. Canadian Music," says Timothy McGee, acting director of the institute while Beckwith is on sabbatical leave for 1984-85. "Every place we turn we find him there, encouraging and supporting the efforts of Canadian composers and performers."

"The institute will sponsor research and inter-disciplinary associations that will promote Canadian music of all kinds. For example, at our first seminar in February, ethnomusicologists and music educators will discuss the implications of multicultural music and music education. This is something that has never been done before."

John Beckwith, composer and professor in the Faculty of Music since 1952, also qualifies as a candidate for the "Mr. Canadian Music" title. His activities have included writing music reviews for *The*

Globe and Mail and *The Star*, editing for the *Canadian Music Journal*, developing series on music for CBC radio and serving on numerous committees as well as teaching and composing. Beckwith served as dean of the Faculty of Music from 1970 to 1977 but, according to the *Encyclopedia of Music in Canada*, "it may well be Beckwith's class teaching — with its extraordinary wit, erudition and breadth of reference and its easy and authoritative passage through the linked yet separate worlds of composition, performance and scholarship — that ultimately will be regarded as his main contribution to the University."

The December celebration will feature several aspects of Beckwith's career: a display of artefacts detailing Beckwith's life and work; the Toronto premiere performance of *Arctic Dances*, a recent major work, and other compositions including *Musical Chairs*; a reading of an original poem by long-time Beckwith collaborator James Reaney; and a lecture given by the man himself. As well, the evening will showcase the talent in the Faculty of Music with a new work, involving audience participation, by faculty composer Walter Buczynsky and incidental and dinner music performed by music students. The dinner music, Beckwith compositions for the most part, will complement the menu which will feature traditional Canadian cuisine. "Beckwith has written music about each part of Canada," explains organizer and assistant director of alumni affairs Ed Thompson, "so there'll be no problem whether we have Arctic char or clam chowder."

Tickets for the evening cost \$28 per person and can be ordered from Alumni House, 978-8991.

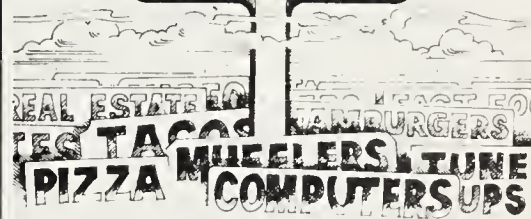
NICK BILANIUK WINS FORSTER AWARD

THE FIRST WINNER OF THE DONALD Forster Award is Nick Bilaniuk, a fourth-year engineering student. The \$2,000 award recognizes a student in his or her final year of study towards an undergraduate degree for participation in, and contribution to, student government and other activities as well as academic achievement.

Bilaniuk more than meets the criteria. As a member of Governing Council in 1983-84, he served on the Executive Committee, the Business Affairs Committee and the striking committee to establish a presidential search committee. He was an *ex officio* board member of the Students' Administrative Council and, since 1981, has been a student member of

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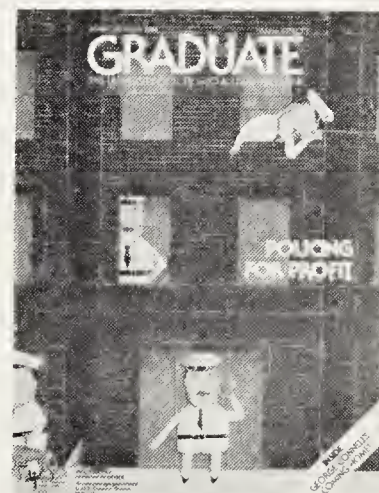
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to the many readers who responded to our invitation to become voluntary subscribers to *The Graduate*. To those who intended and forgot, the invitation is still open. Send \$10 to The Graduate, 45 Willcocks Street, University of Toronto, Toronto, M5S 1A1 and mark it voluntary subscription.



the council of the Faculty of Applied Science and Engineering. Since his admission to first year, he has held a \$1,000 U of T Open Scholarship.

The University established the Donald Forster Award to commemorate the president-designate who died in August 1983, before taking office. Contributions by alumni, staff, faculty and friends of the University resulted in a \$25,000 endowment for the award. A further \$22,000 will support the activities of the Institute for Policy Analysis.

PEACE — MORNING, NOON AND NIGHT

"WE HOPE TO ACCOMPLISH AN EXCHANGE of information on the most important theme facing all of us and to expand the force which is trying to prevent war through every possible means of human expression," says Professor Meyer Brownstone, co-ordinator of the seventh annual University College symposium which will be held from Jan. 21 to 26 on the theme of "Peace".

The program, which will run "morning, noon and night" according to Brownstone, will feature noon-hour and evening performances by well-known members of the Performing Arts for Nuclear Disarmament, including a play and a dance choreographed especially for the symposium. Students and faculty members in the Faculty of Music will perform an evening of original Canadian compositions as well as a Monteverdi opera for two voices, all on the theme of peace. A film festival, slated to include the original version of *All Quiet on the Western Front*, Peter Watkins' *The War Game* and a selection of animated films on the subject of peace, will be held throughout the week. Exhibitions of works by several artists will be on display. Graduates of U.C.

who worked as CUSO volunteers will reunite to discuss the relationship between development and peace.

And, of course, there will be lectures. As a sampler, University Professor Ursula Franklin will speak on prospects for peace — the contribution of women; Mel Watkins, political science, will talk about the economics of the arms race; Anne Lancashire, English, will discuss fantasies of war and peace in contemporary American film; Bruce Kidd, physical and health education, will consider the Olympic Games and their aspirations for world peace — reality or pipe-dream; and W.J. Keith, English, will lecture on the ambiguities of pacifism.

Saturday, January 26 will feature a special alumni program. Details were not available at press time.

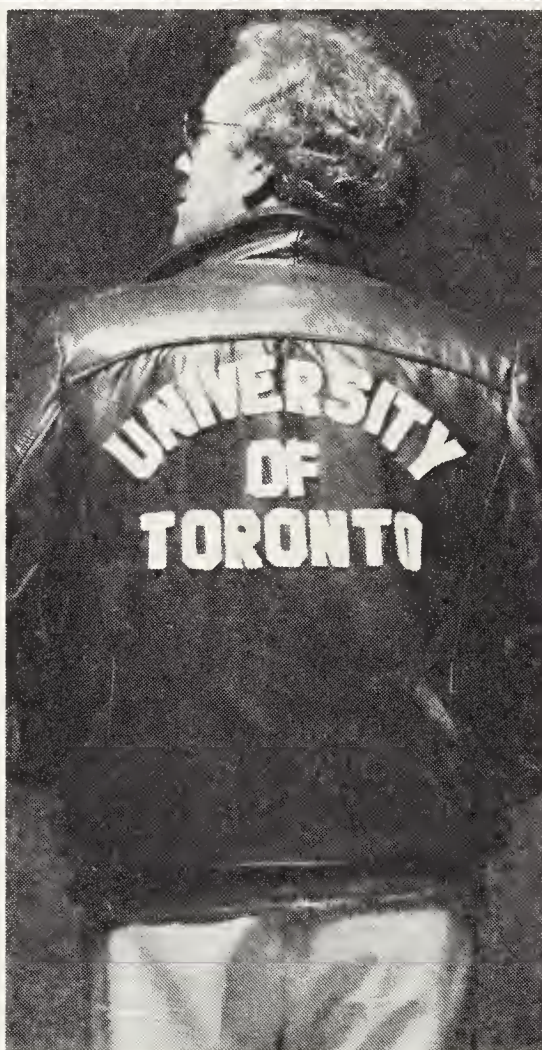
Anyone wishing further information should write to U.C. Symposium Seven, A-102 University College, University of Toronto, Toronto, M5S 1A1, or telephone 978-8746.

UP THE CREEK

ONE MORE ADDITION TO THE LIST OF members of the Taddle Creek Society for 1983 is Paul J. Mills.

ALUMNI HOUSE NEEDS VOLUNTEERS

EVERY TUESDAY, WEDNESDAY AND Friday morning, more than a dozen senior alumni occupy the board room at Alumni House to research addresses of lost alumni. In 1983-84, they found over 3,000 new addresses. Each new address found requires verification, usually by phone. Diana Forster, co-ordinator of the tracing project, is looking for volunteers to come to Alumni House on Thursday evenings and make those all-important calls. Interested alumni can reach her at 978-4487.



IDENTITY REVEALED

"MINDS MATTER" PROCLAIMS THE Varsity Fund fall brochure, "but money counts."

Faces matter too and the one featured on the front and back of the brochure is tantalizingly familiar to



many U of T alumni. Our student/successful alumnus model, looking equally at home in leather jacker or three-piece suit, is composer and pianist Hagood Hardy (Trinity 5T8).

He supplied the suit, we supplied the jacket. He liked it so much, we gave it to him.

SCHOOL OF THEOLOGY A DELICATE ALLIANCE



THE SUDDEN RESIGNATION OF TWO priests from St. Augustine's Seminary last spring and later transfer of a third to other duties, aroused intense public interest when the story finally broke in September, as does any allegation of scandal or tension among the clergy.

But what concerned the University was that the Toronto School of Theology's teaching staff had been unilaterally altered by Emmett Cardinal Carter. The issue was the apparent ignoring of academic procedures. If university administrators and faculty members are united on anything, it is an institution's right to determine its own makeup, and the further right of scholars to be judged only by their academic peers.

The Cardinal's actions addressed problems of discipline at St. Augustine's, a seminary whose first order of business is

the training of priests. To the Cardinal, the welfare of his archdiocese is infinitely more important than the policies of the University of Toronto or the TST.

So, at the centre of the controversy is the TST's complex relationship with U of T. To do it justice without dragging the reader through a thicket of footnotes is difficult. But perhaps not impossible.

A "notwithstanding" clause in the U of T Act permits the University and the theological schools to reach agreements which ignore other requirements. This clause essentially is intended to satisfy the desire of churches to retain ultimate authority on questions of policy and teaching within theological colleges — an understandable desire, since they are professional schools for clergymen.

The alliance, both between the University and the TST and among the TST col-

leges themselves, is a delicate one, based on continuing co-operation. There isn't a body specifically established to consider and resolve any differences that might occur, but the Joint Council of the TST and the University — four TST and four U of T faculty members with a primarily academic mandate to determine the extent of University supervision of TST advanced degrees — may consider other matters and where appropriate make recommendations. This group was charged with the task of eliciting a report from St. Augustine's. This report is now in the hands of the University and TST.

There are other issues, such as commitment to the ecumenical spirit that gave birth to TST. Ecumenism (or ecumenicalism, Oxford offers us both) is close to the hearts of many, particularly those concerned about the future of TST.

An invitation to submit nominations for the 1985 Ernest C. Manning Awards.

Principal Award \$75,000

Award of Merit \$25,000

The Ernest C. Manning Foundation is seeking nominations for its 1985 annual awards.

The Foundation is a national, privately funded, non-profit organization formed to encourage, nurture and reward innovation by Canadians.

If in the discretion of the selection committee there are suitable candidates, the Foundation will annually award \$75,000 for the Principal Award and \$25,000 for the Award of Merit.

The Principal Award is presented to a Canadian who has shown *outstanding talent* in conceiving and developing new concepts, processes, or products of potential widespread benefit to Canada, *with or without* the benefit of institutional or corporate research facilities.

The Award of Merit will be granted to a Cana-

dian who has shown *great talent and promise* in conceiving and developing new concepts, processes, or products of potential widespread benefit to Canada, *without* the benefit of institutional or corporate research facilities.

Of special interest are nominations from the fields of biological sciences (life), physical sciences and engineering, social sciences, economics, business, labour, law, government and public policy, the arts, and humanities.

The deadline for nominations for the 1985 awards is March 15, 1985.

For further information, or to acquire a nomination form, please write to:

**Mr. George E. Dunlap, Executive Director
Ernest C. Manning Awards Foundation
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STUDENT OCCUPATION ADMIRABLE, USEFUL

SOMETIMES IT IS HARD NOT TO REGARD underfunding and overcrowding as fixtures in the higher education firmament, rather than as once avoidable and still correctable problems that are growing progressively worse. That students, faculty and administrators continue to find the energy to rail against them is remarkable. And the delegation of students who occupied the office of the dean of arts and science for 24 hours late in September conducted themselves admirably.

Gone were the ludicrous demands, gone the ritualistic baiting of the administration. This group was all business.

Indeed, implied in their list of demands was an acknowledgement that the dean's office and Simcoe Hall are no happier about the grotesque overcrowding of political science seminars — reports circulated of 100 people showing up for sections intended for no more than 20 — than the students. The thrust of the protest was directed to the provincial government. Dean Robin Armstrong was asked to "go on record" with an admission that balloting procedures and enrolment limitations (the fruit of underfunding) constitute an "impediment" to a quality education. This he did not quite do, but he called them "band-aid measures", adding that he has already openly declared that arts and science is underfunded.

The students also asked for an extension of the course enrolment deadline, which was granted, although the extension is not portrayed officially in any document as a response to student pressure. Otherwise, the occupation was a successful publicity gesture that attracted the necessary television and radio crews, gave the underfunding embers a timely fanning, and demonstrated the serious intentions of students.

Much of the leadership for the occupation was provided by the Arts and Science Students' Union (ASSU) which has done a vigorous and intelligent job of looking after its constituency.

And it publishes the Anti-Calendar, a catalogue of courses as evaluated by students from the previous year. This is an interesting publication. Formal studies of the undergraduate's view of the University have frequently yielded gloomy results, but judging by the Anti-Calendar, students aren't always complaining. "Stimulating", "well-organized" and "available for consultation" were thoughts repeatedly expressed by students. It is nice to know that some classes are overcrowded for good reasons.

MED STUDENTS WIN CUTTING VICTORY

AN ONTARIO DIVISIONAL COURT RULING that approximately 120 former second-year medical students be paid a total of more than \$90,000 for demonstrating anatomy will stand, despite the University's attempts to appeal the decision (Campus News, May/June 1984).

The issue began two years ago, when three medical students decided that an elective second year course involving the dissecting of cadavers for the benefit of health sciences students amounted to labour without wages. The Canadian Union of Educational Workers agreed and so did an arbitration board. No money, responded the faculty. An appeal was launched. The course, as an elective for second year medical students, was withdrawn.

The class of '87 drew up a petition to make their feelings known. In fact, their feelings were known already. There were usually double the number of applicants for the 60 available positions. To second year students the course was an excellent

Readers are invited to . . .

the **Gift Shoppe** in the lobby of Simcoe Hall where members of the U of T Women's Association purvey, among the memorabilia, pewter tankards and other crested items; among the arts and crafts, hand-thrown pottery and batik scarves. The shop is open Monday to Friday, 10 a.m. to 4 p.m.

the **second ever maths and physics reunion** on Saturday, May 4. The first ever, in 1975, was such a success the Samuel Beatty Trustees are sponsoring another for all graduates from 1912 to the present. For information, please write to the Department of Mathematics, University of Toronto, Toronto, M5S 1A1, or telephone 978-5164.

Advent service of lessons and carols at Trinity College Chapel on Sunday, Dec. 2, at 4.30 p.m.

search for souvenirs that could be used in the **Women in Toronto exhibition** (see page 20). Objects of all kinds are needed. Please phone 978-6564 or write to the Public and Community Relations Office, University of Toronto, Toronto, M5S 1A1.

refresher after their first summer break. And an inside source has it that male medical students saw it as a good way to meet female students who might be interested in pursuing further study after class. Try to put a dollar value on that.

Alumni Nominations Sought For Governing Council

On behalf of the College of Electors, the chairman, Brian O'Riordan, has issued a call for nominations for two alumni representatives to serve on the University's Governing Council from July 1, 1985 to June 30, 1988. The one-year terms of Barry Papazian, Q.C. (Victoria 6T6) and D. Roger Timms (Law 7T0) expire on June 30, 1985. Both are eligible for re-election.

The deadline for receipt of nominations is 4 p.m., Tuesday, February 26, 1985. Candidates will be invited to meet with the College of Electors.

A candidate must be an alumnus/a of the University and must not be a member of the staff or a student in the University; must be willing to attend frequent meetings of the Governing Council and its committees; and must be a Canadian citizen.

The *University of Toronto Act, 1971* as amended by 1978, Chapter 88 defines alumni as "persons who have received degrees or post-secondary diplomas or certificates from the University, or persons who have completed one year of full-time studies, or the equivalent thereof as determined by the Governing Council, towards a degree, diploma or certificate and are no longer registered at the University."

Further information about Governing Council and nomination forms may be obtained by writing the secretary, College of Electors, 106 Simcoe Hall, University of Toronto, Toronto, M5S 1A1, or by telephoning (416) 978-6576.

STRANGWAY DINNER RAISES \$10,000

A \$100-A-PLATE DINNER IN THE GREAT Hall of Hart House in September honoured outgoing President David Strangway and raised \$10,000 for a geology scholarship which will bear his name. Speakers praised his honesty, collegiality and valiant insistence on high standards during a period of intense budgetary pressures.

Strangway is back in the Mining Building. What are his plans? "My feelings are very straightforward on this," he replied. "As I have told alumni before, when you reach the level of professor, you've reached the top. When I became chairman of the geology department, that was a step down. Then vice-president, a much bigger step down. And so on.

"So my answer: I am becoming a professor. I am going back to the top."

WELL, NO ONE SAID THE TIRE WAS FLAT

AN INTERVIEW WITH GEORGE CONNELL in a daily newspaper last summer might have left some alumni thinking the University had hired itself a grim and cantankerous chief executive. My sources indicate the opposite.

Take his reaction to a letter from Jean Smith in the *Bulletin*, in which the political science professor called him a "Simcoe Hall retread". After this, Connell remarked to a colleague, "If I'm a Simcoe Hall retread, you must be a bald tire."

I was introduced to Connell a few years ago during a civic function at the Western Faculty Club, when he was president of UWO. Perhaps fortified by the club's sherry, I said with affected bravado, "I love your campus, Dr. Connell, but I hate your football team. I'm a U of T man."

"So am I," he responded quietly.



Immersion in France

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AN HOUR WITH MR. PYTHAGORAS

THERE ARE FEW SCHOOLCHILDREN of any generation who have not been exposed at some time to Pythagorean triples, such as (3, 4, 5), (5, 12, 13), (8, 15, 17). These have the remarkable property that the square of the largest number is equal to the sum of the squares of the smaller two. Thus, (20, 21, 29) is such a triple since $29^2 = 841 = 400 + 441 = 20^2 + 21^2$. Actually, a little high school algebra helps avoid having to square numbers in order to check whether you have a genuine triple: $29^2 - 21^2 = (29 - 21)(29 + 21) = 8 \times 50 = 16 \times 25 = 4^2 \times 5^2 = 20^2$. There are lots more — infinitely many more — of such Pythagorean triples to be found.

However, it has been known for over two centuries that there is no cube which is the sum of two other cubes, although $12^3 = 1728$ is within a whisker of being equal to $10^3 + 9^3$. There are cubes which can be written as the sum of *three* other cubes; the simplest example is $6^3 = 3^3 + 4^3 + 5^3$. Are there others? Let us see how many you can find. To help, here are three cases.

$$9^3 + 15^3 + 12^3 = 18^3$$

$$28^3 + 53^3 + 75^3 = 84^3$$

$$65^3 + 127^3 + 248^3 = 260^3$$

Finally, just to show that there is no reason to stop at cubes, I offer this numerical equation.

$$651^4 = 240^4 + 340^4 + 430^4 + 599^4$$

Anyone with a penchant for raising three-digit numbers to their fourth powers can check this in a short but tedious while. I would be interested to hear from lazy readers with a taste for elegance who can check this numerical equation with a minimum of grind.

Sharpen up your factoring skills!

Address replies to: Aftermath, The Graduate, Department of Communications, University of Toronto, Toronto, M5S 1A1.



JOHN HALFPENNY

THE GRADUATE TEST NO. 28

THE WINNER OF THE Graduate Test No. 27 in the Sept./Oct. issue will be announced in the Jan./Feb. issue. In the meantime, the solution.

The U of T Press has generously provided, as the prize for Test No. 28, *Art at the Service of War* by Maria Tippet, author of *Emily Carr: A Biography* which received a Governor-General's award in 1979. This book is a story of private and public patronage, of philanthropy, patriotism and propaganda, of how works portraying the Canadian effort in the Great War on the Western Front, in Britain and at home were created. Artists as diverse as Paul Nash, C.R.W. Nevinson, Wyndham Lewis, Augustus John, David Milne, A.Y. Jackson and F.H. Varley came to paint Canada's war.

Entries must be postmarked on or before Dec. 31. The solution will be in the next issue; the winner in March/April.

Address entries to: The Graduate Test, Department of Communications, University of Toronto, Toronto, M5S 1A1. And please don't forget to include your name and address.

Solution to The Graduate Test No. 27

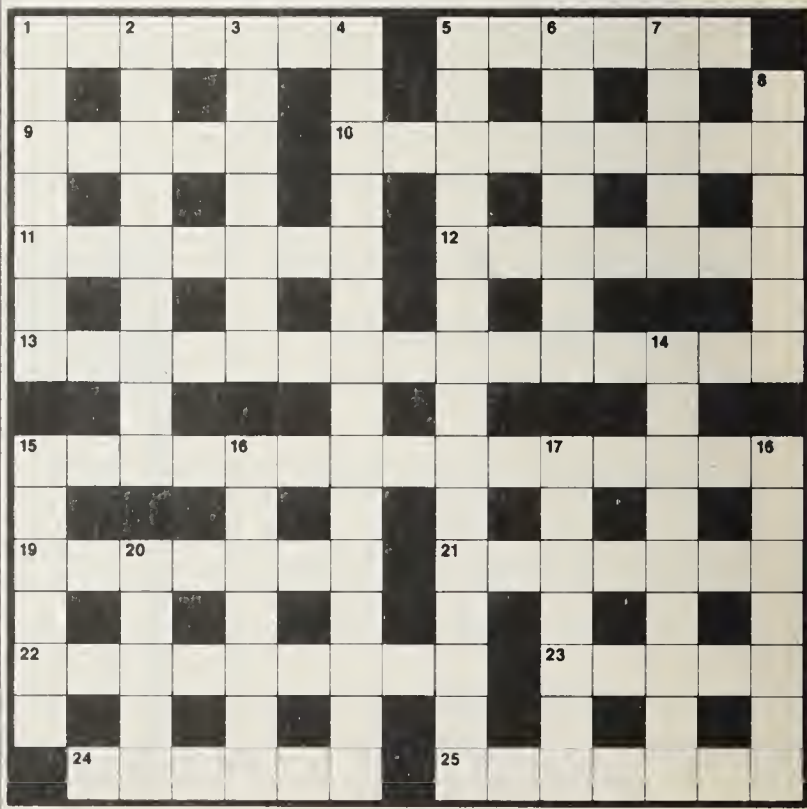
B	E	A	V	E	R	D	A	M	P	A	T	H	S
A	N	P	I	I	R	Y	E						
S	I	G	N	I	N	G	S	T	E	E	P	E	R
I	E	G	I	C	M	H	I						
C	U	L	P	R	I	T	O	R	I	N	O	C	O
I	A	A	A	N	U	O	U						
A	C	C	O	M	P	L	I	S	H	M	E	N	T
N													
I	N	A	P	P	R	O	P	R	I	A	T	E	L
M	R	L	M	U	M	M							
A	I	R	P	U	M	P	C	H	A	P	E	A	U
T	E	N	U	T	Z	R	S						
I	N	S	I	G	H	T	I	M	I	T	A	T	E
O	T	E	E	O	N	L	R						
N	O	S	E	D	R	E	N	E	G	A	D	E	S

ACROSS

1. Wipe out the score (7)
5. Source of corn we put with bit of butter: something to get caught up in (6)
9. Start of daring descent lost? Yes, strangely (5)
10. One who adds notes to be held by sailor after a year (9)
11. Report that a weapon's stolen (7)
12. Considered once more: note one in a group (7)
13. Chesterfield goes around end of Trent current. Very quiet, right to elliptical endorsement (5,2,8))
15. No Martian rubles were ground roots of 4 and 9 but not 7 (8,7)
19. Companies fire a Russian (7)
21. Waste away an award (7)
22. One who wrote music for demi-gods lies around (9)
23. Inch worm with a country (5)
24. Reasons that having lost a hundred accuses wrongly (6)
25. Administered therapy in a theatre at Edmonton (7)

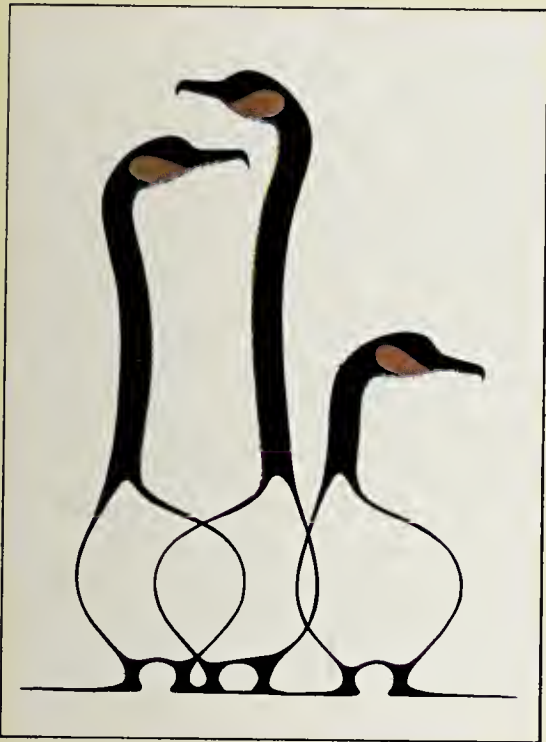
DOWN

1. Rowdy posse holding no good cleaners (7)
2. Tautological communist and German worker (9)
3. What happens in the Nutcracker? Store for children (7)
4. KN: a novel (5,2,8)
5. Beat last count in part of Bach, Handel or Scarlatti? (15)
6. But Bono's ex is not a gentle person (7)
7. More from the next rank (5)
8. Nuptial check, they say (6)
14. Compete for military academy outlook (9)
15. This French uprising is in mature formula (6)
16. Speakers get nothing to spill the beans or start singing (7)
17. An amazing thing to see an automobile rise in the distance (7)
18. The way the shuttle takes off as one who is protected by the heavens (7)
20. Is Ray disturbed by location of Damascus (5)



Woodland Indian Artist

These are the only reproductions authorized by the artist's estate.



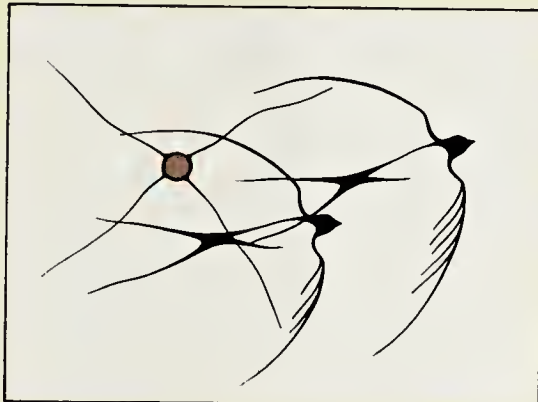
A Friends

A mainly self-taught artist, Chee Chee was a prominent member of the second generation of woodland Indian painters.

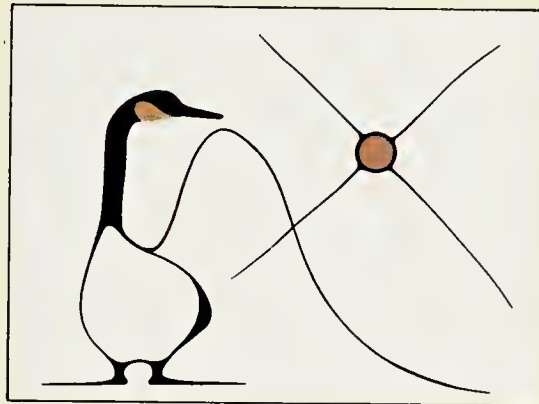
Unlike many of his contemporaries who employed direct and "primitive" means, Chee Chee's work was influenced by modern abstraction. His style reduced line and image in keeping with international modern art.

At the age of 32, at the height of his success, Chee Chee died tragically by suicide.

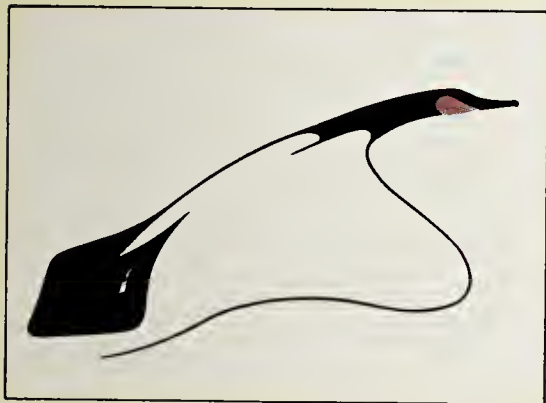
These reproductions are printed on high quality, textured stock and measure 48 cm x 61 cm (19" x 24").



B Swallows



C *Good Morning*



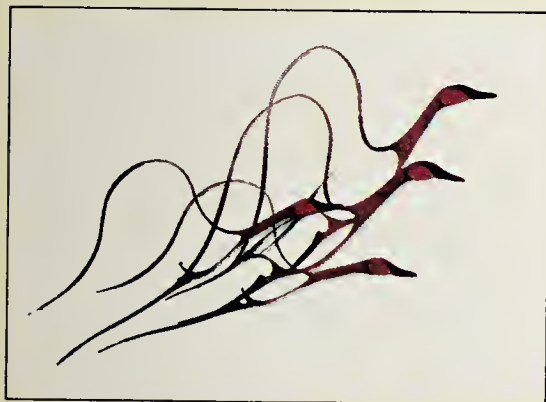
D Proud Male



E Mother & Child



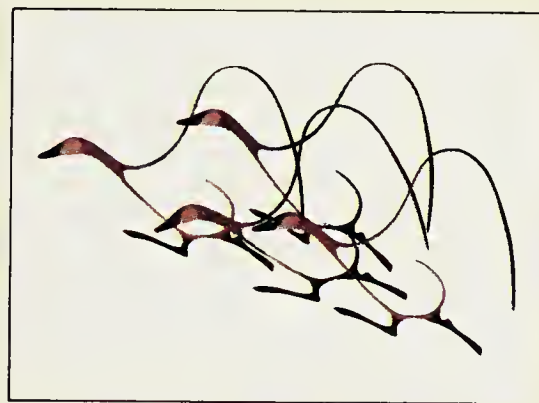
F Sun Bird



G Spring Flight



H Wait For Me



I Autumn Flight

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